



Aldwyn Primary School

Lumb Lane, Audenshaw, Manchester M34 5SF
0161 370 3626 Email: admin@aldwyn.tameside.sch.uk

Friday 27th September 2024

Looking Ahead...

Wednesday 2 nd October	Y6 Macbeth	Tuesday 8 th October	Y5 visit to Tatton Park
Thursday 10 th October	World Mental Health Day	Monday 21 st October	Y2 Pirate Day
Tuesday 22 nd October	9am Y1/2 Harvest Assembly (parents welcome)	3.15 – 4.45pm	Y5/6 Disco
Wednesday 23 rd October	9am Nursery and Reception Harvest Assembly (parents welcome)	3.15 – 4.45pm	Y1/2 Disco
Thursday 24 th October	9am Y3-6 Harvest Assembly (parents welcome)	3.15 – 4.45pm	Y3/4 Disco
Friday 25 th October	Flu Vaccines		

The nursery children are starting to settle well and making lots of new friends within Nursery.

This week in Nursery we have been looking at all things Autumn. We spent some time in our little courtyard to search for autumn leaves and sticks to make pictures with. The children all really enjoyed spending time in there.

With their Autumn finds we made magic leaf wands and a leaf 'This is Me' picture.

The children have also enjoyed learning the songs for the 'Harvest Festival'



Intrahealth will be in school on Friday 25th October to administer the flu vaccine to children in Years Reception to Year Six. Please complete the attached consent form as soon as possible. It is important that the form is completed for all children even if you are declining the vaccine.

<https://nhsimms.azurewebsites.net/session/61456529>

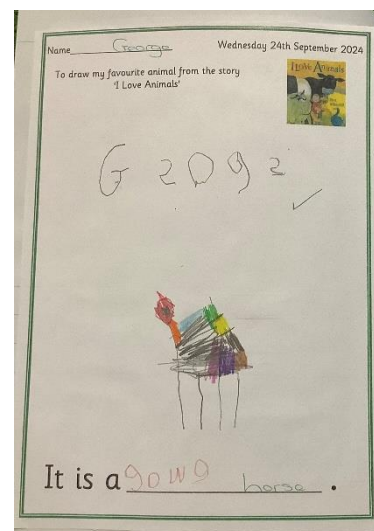
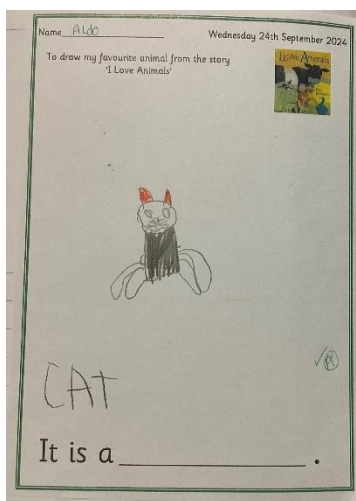
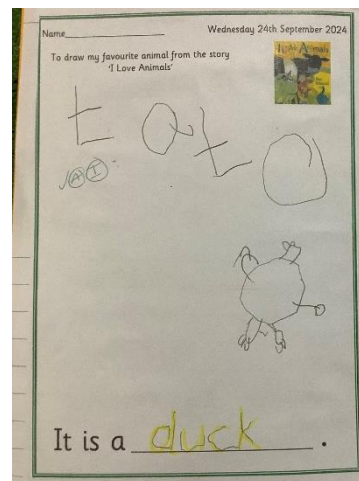
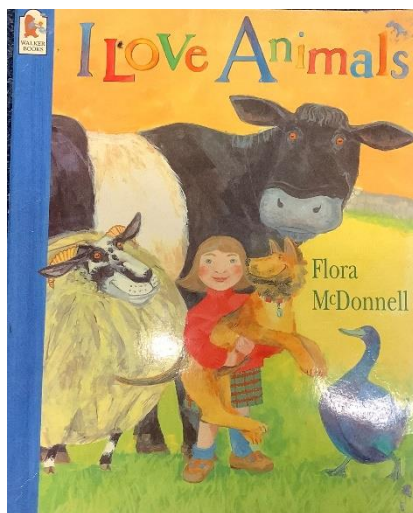


We are so proud of how well the Reception children have settled into their new class and routine.

They have made new friends and have enjoyed exploring all areas of the classroom especially the outdoor environment.

This week we have started the topic 'Down the Farm'. Our first text is I Love Animals. The children have painted and drawn their favourite animals and made wonderful animal actions and sounds when describing which animal they like best.

Next week we will begin the story, What the Ladybird Heard and we have exciting activities planned linked to the text.

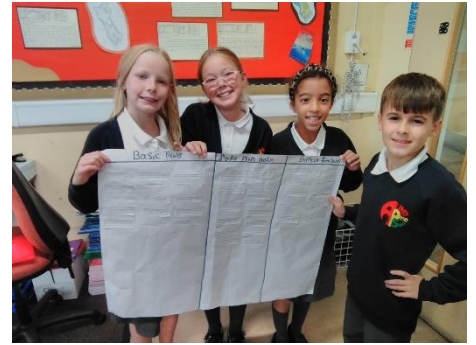




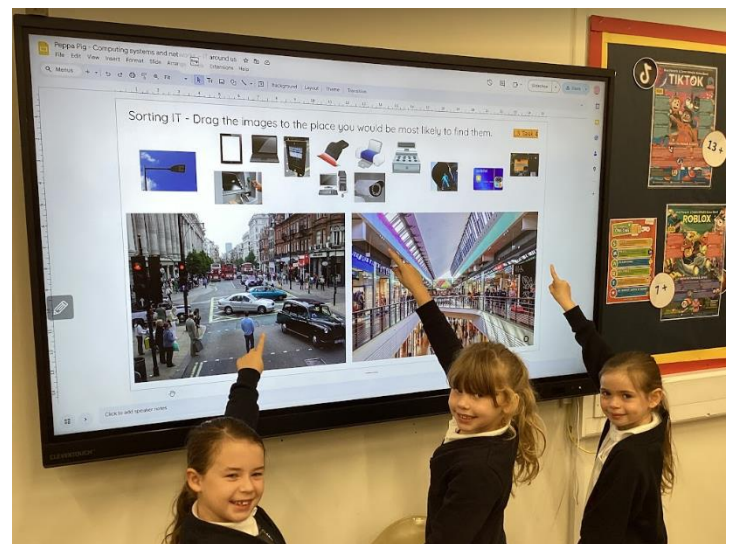
Year 1 had an exciting week in science, learning all about how sound travels using cup walkie-talkies. Working in pairs, they took turns being the listener and the speaker, experimenting with different variables. They tested the volume of their voices, the distance between them and how the tension of the string affected the sound. It's safe to say the classroom was buzzing with noise but everyone had a fantastic time!



This week in PSHE, Year 5 were learning that it was important to understand our rights and responsibilities as a citizen of our country. We worked together in teams to sort our rights into three categories and enjoyed reading a book about Audrey Hepburn; the famous actress who was also a tireless advocate for children's rights.



Year 2 have been investigating information technology. They have been comparing information technology that they may find in school to the sort of information technology they might see on the high street and in shops. We have looked at different devices, what they are used for and how some of them are linked together. For example, bar codes, scanners in shops, shop tills, and contactless payment. All of these use some form of information technology to work even though they may not look like a computer or laptop. Children sorted items that they would find on the high street and items they might find in a shop. They realised that some would appear in both places such as CCTV and cash machines.





This term, in art, Year 4 are using the flora and fauna of the rainforest as inspiration for our artwork. This week, we began by drawing images from the rainforest, like the patterns on a leaf or fruit or the fur or skin of an animal. We also used viewfinders, to focus on smaller sections we found interesting replicating textures and patterns.



On Wednesday afternoon, the Forest School group had a great time making bracelets from elder. We had to use special elder boring tools (very similar to tent pegs!) to extract the pith, which was soft and foamy, to leave hollow tubes. We then threaded them to create a bracelet. Ancient folklore suggests that elder gives you wisdom, so we have very wise Year 4's who left the forest on Wednesday!





European Day of Languages

The children had a great time on Thursday when we had a focus on Spain to recognise European Day of Languages. The children had the opportunity to learn some of the language, taste some foods, learn about famous Spanish artists and the culture of Spain.





Attendance for this week = 95.5%



Congratulations to class 2MK who have had 98% attendance this week.

Well Done!

We are having a pirate themed lunchtime on Thursday 3rd October where we would like to invite all children in Reception, Year 1 & Year 2 to our special lunch.

If your child normally has a packed lunch, you can book them a space for the meal via trips on Arbor.



To be our best at



We will:

- Care for people and property
- Value others at all times
- Listen, think and follow instructions
- Be helpful, kind and polite
- Enjoy and achieve in all our work

Each week teachers choose a star of the week based on the Aldwyn Values.

The winners of this week's awards are:

Jaxon	Isabelle	Akorede	Maddison	Liddy	Samuel
Roan	Esmee	Georgie	Sean	Leo	Billie
Sienna	Olivia	Grayson	Dolcie	Helios	Adam
Darbey	Isla	Vass	Leen	Emmy	Milo
	Muhammad	Olivia	Eden	Annie	

The Birthday Message



We wish you many happy returns of the day.
We hope you will be healthy and strong all the way
Strong to do right, slow to do wrong,
And thoughtful of others all day long.



This week we celebrate the birthdays of:

Rayhan	James	Ava	Zachary
Ava	Ava	Noah	Sienna
	Cooper	Miss Ellis	



HALLOWEEN DISCO



Y5/6 TUESDAY 22ND OCTOBER

Y1/2 WEDNESDAY 23RD OCTOBER

Y3/4 THURSDAY 24TH OCTOBER

3.15 – 4.45PM

£3.50

Ticket includes drink

Spends stall available for sweets
and small toys, please bring change
in a named purse/envelope



If your child would like to go to the disco, please send money in a named envelope to your child's class teacher by Friday 18th October.

Children will bring their costumes/disco clothes with them in the morning and will have time to change before going into the hall. At the end of the disco, the children will be dismissed from their classroom door.



The BBC 500 Words competition is open for entries, it's time to get writing!

Stories should be submitted before 9pm on Friday 8 November 2024.

<https://www.bbc.co.uk/500wordscompetition/submissions-fe/index.html#/profile>

There are two age categories: 5-7 and 8-11 year-olds. All children need to do is write a story they would love to read in 500 Words or less.

We would love children of all abilities to enter; spelling, punctuation and grammar are not marked - it's all about creativity! 50 finalists will be invited to go to a glamorous grand final at Buckingham Palace in February next year, where the bronze, silver and gold winners in each category will have their stories read out by celebrities.

There are also lots of prizes to be won - each winner will take home a bundle of books and the gold winners also win 500 books for their school library.

Not only that, the winning stories will receive an original illustration from Dapo Adeola, Nigel Parkinson, Lydia Monks, Momoko Abe, Rob Biddulph or Yasmeen Ismail.

The stories

Here at 500 Words, we want children to have fun writing their stories, be as creative as they can and make us laugh, cry or just be blown away by what we are reading. Children are encouraged to write a story they would love to read themselves. Over the years there have been incredible stories submitted.

Children can only submit one story each. There are very few rules on 500 Words but a few points to remember:

All the stories must:

- Be 500 words or less (title is not included in the number)
- Be written by an individual and not a group
- Be a child's own original idea
- Be prose, not rap or poem

Stories must not:

- Give any personal details of the child, including their name
- Recount an historical event (but they can use a real person or historical character as a source of inspiration)
- Be created, written or developed by AI

All stories will be judged on the following criteria:

- Characterisation
- Plot
- Originality
- Language
- Enjoyment

Information taken from <https://www.bbc.co.uk/teach/500-words/articles/zctk7v4#zbx4jfr>

What Parents & Educators Need to Know about INSTAGRAM

AGE RESTRICTION
13+

Instagram is a highly popular social media platform with over 2 billion active monthly users. The app is continuously updating and adding new features to meet the wishes of its audience, allowing them to upload images and videos to their Instagram feed, create interactive 'stories', go live, exchange private messages or explore and follow other accounts that catch their eye.

WHAT ARE THE RISKS?

ADDICTION

Many social media platforms, Instagram included, are designed to keep us engaged on them for as long as possible. They encourage scrolling often and scrolling more in case we miss something important – in essence, a fear of missing out. On Instagram, young people can lose track of time when aimlessly scrolling and watching videos posted by friends, acquaintances, influencers and possibly strangers.

UNREALISTIC IDEALS

Children sometimes compare themselves to what they see online: how they look, how they dress, and the way their life is going in comparison to others on social media. However, most people only share the positives about their lives online and many use filters when sharing pictures of themselves. A constant comparison with unrealistic ideals can lead to insecurity over one's own appearance and lifestyle.

GOING LIVE

Livestreaming on Instagram allows users to connect with friends and followers in real time. Risks increase if the account is public, because that means anyone can watch the broadcast, which could result in further contact from strangers. Additional dangers of going live include an impulse to act inappropriately to draw more viewers, as well as being exposed to harmful content or offensive language.

INFLUENCER CULTURE

Social media influencers are sometimes paid thousands of pounds to promote products, services, apps and more. When celebrities or influencers post such content, it often says 'paid partnership' above the post. In April 2024, Ofcom found that over a quarter of children (27%) believed in influencer marketing, accepting their endorsement of products wholeheartedly. So it's perfectly possible for young people to be taken in by this kind of content.

PRODUCT TAGGING

Product tags allow users to tag a product or business in their post. This tag will take viewers directly to the product detail page on the shop where the item can be purchased. Children may also be encouraged by influencers to purchase products that they advertise.

EXCLUSION & OSTRACISM

Youngsters are highly sensitive to feeling excluded, which comes in many forms: not receiving as many 'likes' as expected; not being tagged in a friend's photo; being unfriended; not receiving a comment on their post or a reply to a message they sent. Being excluded online hurts just as much as offline. Young people have reported lower moods and self-esteem when excluded in this way, feeling as if they don't belong and aren't valued.

Advice for Parents & Educators

AVOID GOING PUBLIC

If a young user wants to share their clothing style, make up or similar and use product tagging to show off the items in their post, they may be tempted to change their settings to public. This leaves their profile visible to everyone, which carries the risk of strangers getting in touch with them. Set a child's account to private and explain the importance of keeping it this way.

USE MODERATORS

Instagram Live has implemented a mechanic called Moderators, meaning that creators can assign a moderator and give them the power to report comments, remove viewers and remove the ability for certain viewers to comment at all. Consider this if a child in your care wants to go live on the platform. It's also recommended to keep devices in communal spaces so you're aware if a child does go live or watch a livestream.

HAVE AN OPEN DIALOGUE

Talk to children about the positives and negatives of social media, including the risks involved and how they can view or create content safely with family and friends. Explain how safety settings will ensure only followers can view them, and why this is so important. Also, if you find a child continuously uses filters on their photos, ask them why and impress on them that they don't need it.

FOLLOW INFLUENCERS

Following influencers will allow you to monitor what they're sharing as well as being able to discuss anything which you deem inappropriate. Talk to children about who they follow and help them to develop critical thinking skills about what the influencer is trying to do. For example, encourage the child to ask themselves if an influencer is trying to sell them a product when they make a video endorsing it.

MANAGE LIKE COUNTS

Due to the potential impact on mental wellbeing, Instagram allows users to hide the total likes on their posts, to prevent people from obsessing over that number in the corner. Users can hide like counts on all the posts in their feed as well as on their own posts. This means others can't see how many likes a person gets. This can be done by going into Settings > Notifications > Posts > Likes > Off.

BALANCE YOUR TIME

Instagram has a built-in activity dashboard that lets you control how much time is spent on the app. Make sure children sign in to the platform with the correct age, as Instagram's 'Teen Accounts' afford much more control for parents and carers over how long they can use the app each day. Talk with young users about how much time they spend on Instagram and work together to set a healthy time limit.

Meet Our Expert

Dr. Claire Sutherland is an online safety consultant at BCyberAware. She has developed and implemented anti-bullying and cyber safety workshops and policies for schools in Australia and the UK. Claire has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviours of young people in the UK, USA and Australia.



The National College®

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/instagram-2022>

SCHOOL OPEN EVENING DATES AND TIMES

SCHOOL NAME	OPEN EVENING	TIME
Alder Community High School (Community)	Thursday 26 th September 2024 https://www.aldercommunityhighschool.org.uk	4:30pm – 6:30pm
All Saints Catholic College (Voluntary Academy)	Tuesday 1 st October 2024 https://www.allsaintscatholiccollege.com	5:00pm – 8:00pm
Audenshaw School (Academy)	Thursday 3 rd October 2024 http://www.audenshawschool.org.uk	5:00pm – 7:00pm
Copley Academy (Academy)	Wednesday 2 nd October 2024 https://www.copleyacademy.org.uk	4:30pm – 7:00pm
Denton Community College (Community)	Wednesday 25 th September 2024 https://dentoncommunitycollege.org.uk	6:00pm – 8:00pm
Droylsden Academy (Academy)	Thursday 26 th September 2024 https://www.droylsdenacademy.com	6:00pm – 8:00pm
Fairfield High School for Girls (Academy)	Thursday 3 rd October 2024 https://www.fairfieldhigh.tameside.sch.uk	6:00pm – 8:00pm
Great Academy Ashton (Academy)	Thursday 3 rd October 2024 http://gaa.org.uk	5:00pm – 8:00pm
Hyde High School (Community)	Thursday 3 rd October 2024 http://www.hydehighschool.uk	6:00pm – 8:00pm
Laurus Ryecroft High School (Free School)	Wednesday 2 nd October 2024 https://www.laurusryecroft.org.uk	5:30pm – 8:00pm
Longdendale High School (Academy)	Thursday 3 rd October 2024 https://longdendalehighschool.org.uk	4:30pm – 8:00pm
Mossley Hollins High School (Community)	Tuesday 24 th September 2024 https://www.mossleyhollins.com	6:00pm – 9:00pm
Rayner Stephens High School (Academy)	Thursday 26 th September 2024 https://raynerstephens.org.uk	4:30pm – 8:30pm
St Damian's RC Science College (Voluntary Aided)	Monday 30 th September 2024 https://www.stdamians.co.uk	5:30pm – 8:00pm
St Thomas More RC College (Voluntary Aided)	Thursday 26 th September 2024 https://www.stmcollege.org.uk	6:00pm – 8:00pm
West Hill School (Academy)	Thursday 26 th September 2024 https://www.westhillschool.co.uk	6:00pm – 8:00pm

Information is correct at time of writing. Please check individual schools' web sites before you plan your visit.

Applications for Tameside residents must be made via www.tameside.gov.uk/schools/admissions by 31st October 2024.



Tameside Men's Mental Health and Wellbeing Conference

A free mental health and wellbeing conference showcasing the support available for men in Tameside:

- Guest Speakers
- Panel Q+A
- Marketplace Event
- Networking opportunities

Friday 11th October | 9am-3.30pm | Hyde Town Hall



The Shed



Tameside

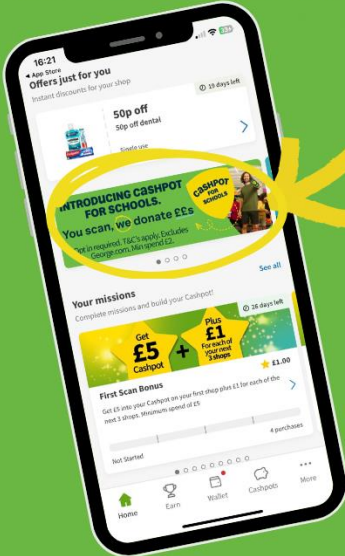
Tickets for the events can be accessed via the link or QR code below. For further information on the guest speakers and the event, scan the QR code or visit <https://tasfund.org.uk/events/>



Do you shop at ASDA? Do you have the ASDA Rewards App? If you do, please consider choosing Aldwyn in their new campaign to raise funds for schools. It doesn't cost the shopper anything, but a donation will be made to Aldwyn each time you shop.

STEP 1

OPEN THE ASDA REWARDS APP
CLICK THE CASHPOT FOR SCHOOLS BANNER



**you scan,
we donate
££s TO SCHOOLS.**

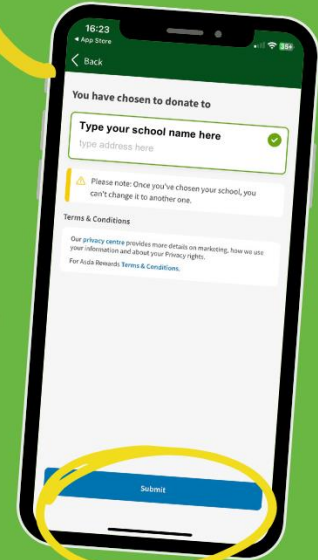
**CASHPOT
FOR
SCHOOLS**

only with
**ASDA
REWARDS**

with
Parentkind

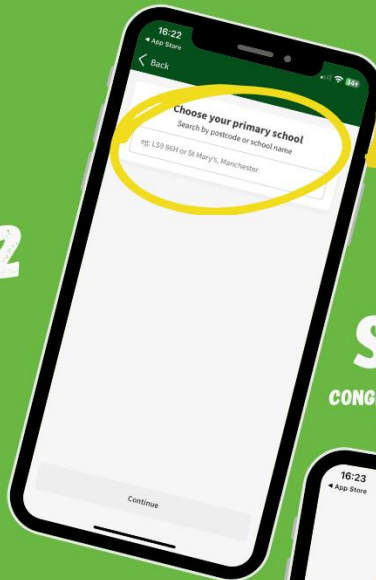
STEP 5

DOUBLE CHECK YOU'VE CHOSEN THE
CORRECT SCHOOL THEN CLICK SUBMIT



STEP 4

TYPE IN "ALDWYN PRIMARY SCHOOL"



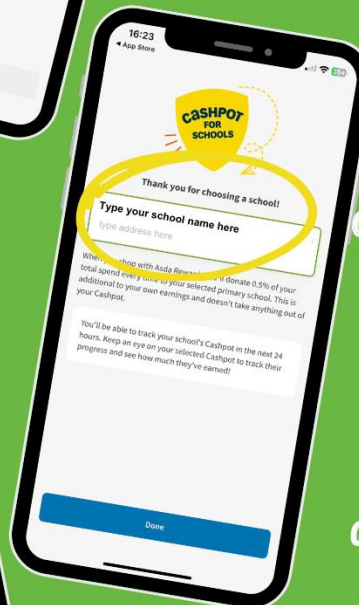
STEP 2

CLICK COUNT ME IN



STEP 6

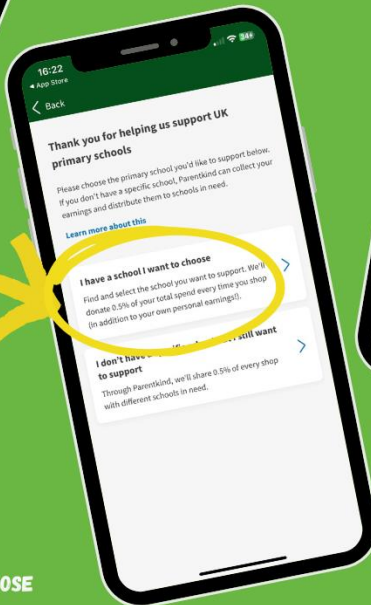
CONGRATULATIONS YOU'RE HELPING YOUR
CHILD'S SCHOOL RAISE MONEY



ONCE OPTED IN AND
SELECTED A
SCHOOL, WE WILL
ADD £1 TO YOUR
CHOSEN SCHOOLS
CASHPOT TO HELP
GET THEM STARTED
ASDA WILL DONATE
A PERCENTAGE OF
YOUR SHOP TO YOUR
CHOSEN SCHOOL
EACH TIME YOU
SHOP AND SCAN.

STEP 3

CLICK I HAVE A SCHOOL I WANT TO CHOOSE



ALDWYN PRIMARY SCHOOL

&

FRIENDS OF ALDWYN

