



Jerounds Journal

'A NET Academies education provided children with life-fulfilling opportunities and the freedom to make choices about their future'.

Dear Parents/Carers,

You will notice, many new useful additions to your fortnightly newsletter, that we hope you will all find incredibly useful; either for information purposes or for direct implementation.

Significantly, I would like to begin by thanking those parents who attended the recent Parent Forum and for consulting directly with the new RSE (Relationships and Sex Education) curriculum, which will become educational legislation from September 2020. We discussed the fact that 85% of the new RSE curriculum is already covered through the existing scheme and through our Science curriculum.

The Unit titles for the curriculum are:

*Families and people who care for me;
Respectful relationships;
Online relationships;
Caring friendships;
Being safe.*

The emphasis is to introduce children to the correct terminology and key vocabulary (for safeguarding purposes) from an earlier age. Likewise preparing boys and girls for the changes that adolescence brings, coupled with how a baby is conceived and born (to continue the species). Notably, these elements are also introduced as topic-specific vocabulary in our Year 5 curriculum. I quote:

Describe the changes as humans develop to old age:

- *They should learn about the changes experienced in puberty;*
- *Pupils could work scientifically by researching gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.*

Pupils should find out about different types of reproduction, including sexual and asexual reproduction, and sexual reproduction in animals (to continue the species).

Moreover, Staff are fully trained on the delivery of RSE as part of their induction and it is included in our professional development calendar. Furthermore, we will also be inviting external visitors, such as school nurses or sexual health professionals, to provide support and training to further support staff teaching RSE.

This forum also afforded parents the opportunity to raise and highlight key areas of future improvement for our community. I have summarised some of suggestions below:

- Adjusting timings for assemblies/Parent Forum so that the end time co-incided with the end of the school day (3:30 for Reception Classes), since during inclement weather there is nowhere for parents to wait prior to the end of the school day. This point was duly noted as a school action and something that we could easily remedy;
- The regularity and parity of school trips across year groups was discussed and we were able to confirm that ALL year groups have a minimum of 1 external trip per year, coupled with numerous workshops and roadshows;
- Communication - greater notice to be given for events occurring. We acknowledge that this is always a challenge, especially given the short lead times that are often relayed to our Specialist Teachers for events. The school will act upon this. However, we did highlight that the website should always be a parents first point of weekly reference, since Mrs Lidbury, updates this and our newsletter fortnightly;
- Parents noted that their children often enjoy the school meals - for example meatballs, but refuse to eat this quality at home and wondered if we could provide recipes for our parents. We agreed to take this back to Ashlyns, our catering supplier. There was also the suggestion of offering an evening for parents, whereby our chefs demonstrate HOW the meals are prepared, in batch-form, for cost-effective and healthy eating options;
- The website was promoted for curriculum documents and knowledge organisers;
- Reading was highlighted as our main whole-school initiative - as per our SIP document;
- Friends of Jerounds - new structure under the directorship of our new Chairperson, Mrs Michelle Brown, looks both professional and efficient. Parents in attendance also added superb ideas for supporting key events and sharing the responsibility for our families.

A suggestion of a memory bench for children who have lost a loved one.

SINCEREST THANKS TO ALL ATTENDEES!

I would like to conclude this edition with a further poignant reminder of why Jerounds has prioritised 'reading and a lover of reading' as a focus, this year.

The data below not only supports our exciting reading initiatives, but has been instrumental in the designing of our classroom environments to reflect our focus on reading.

New research by the **Book Trust** shows that a significant proportion of young children aged 7-11 are missing out on regular reading sessions at home, with one in four parents skipping bedtime stories.

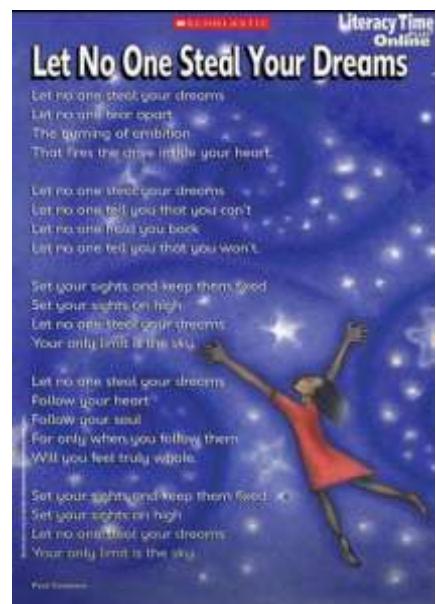
Of the 2,007 parents surveyed, 1,004 (50 per cent) said their child spent less than an hour each week reading for fun at home. Moreover, 1,388 (69 per cent) said that, on average, they read with their child for less than an hour on a weekly basis, excluding any reading set by the school. Of these, 249 said they invested no time at all in reading with their child outside of educational settings.

Despite this, 1,849 parents (92 per cent) said they considered reading for pleasure "important" for children of primary school age. A quarter of parents (24 per cent) said they never read bedtime stories to their child. This compared with 352 (18 per cent) who do so every day.

With this stark data in mind, please take the half term holiday, as an ideal opportunity, to visit your local library and 'lose yourself' in a good story! Put aside time each day to role-model reading to your child as a discipline from which tremendous pleasure may result. Likewise, establish a regular bedtime routine, whereby all electronic gadgets are 'banned' favouring the profound intimacy of nestling up alongside your child for a bedtime story.

Wishing you all a wonderful and fun-filled holiday,

Mrs Laura Ciftci BA (Hons) MEd
Head of School



Dates for your Diary

14th February—Break up for half term
24th February—Children back to school
28th February—Class photos
5th March—Parent Consultations 1.30pm—7.30pm—
SCHOOL CLOSES AT 1PM
6th March—World Book Day
12th March—Special Female workshop day
13th March—Year 6 to Crucial Crew
20th March—Mothers Day Sale
23rd March—Last week of clubs
27th March—Year 4 Bikeability
27th March—Year 3 to Weald Park
1st April—Year 3 Spring Extravaganza 2.45pm—3.30pm
(KS2 hall)
2nd April—Class Discos
3rd April—Break up for Easter holidays
20th April—Inset day
21st April—Children return to school

Please refer to the Jerounds website for future dates

Birthday Book Donations

Children and adults love reading at Jerounds and will thoroughly enjoy reading these birthday book donations.

Thank you so much, we are very lucky.



Attendance

Attendance challenge

Our whole school attendance challenge is set at
97% for the year.

Our current school attendance for the year so far is
95.9%



Weekly Class Attendance Heros

W/C 7th February 2020

1. Sparrows 100%
2. Starlings & Wagtails 98.6%
3. Eagles 98.3%

Whole school
96.4%

W/C 14th February 2020

1. Eagles 100%
2. Wagtails 99.3%
3. Starlings 98.9%

Whole school
96.9%

Attendance Ladder

How close is your child to 100%

0 days off school	100%	Perfection
Equates to 2 days off school each year	99%	Excellent
Equates to 5 days off school each year	97%	Good
Equates to 10 days off school each year	95%	Slight concern
Equates to 20 days off school each year	90%	Concerned
Equates to 30 days off school each year	85%	Very concerned

Our Stars of the Week



Playleaders and Sports Champion of the week



EYFS News



We have had a busy week in Wrens and Robins, in Literacy, the children have thoroughly enjoyed reading the book 'Goldilocks and the Three Bears' and have retold the story using lots of actions. We performed our story to other classes in KS1. Also we have been busy writing our own stories thinking carefully about using all the sounds we have learnt and finger spaces between each word. Please continue to practice the set 1 and 2 sounds at home.

This week we have had great fun in making Goldilocks some porridge to taste. We made it just right! We added lots of yummy fruit to ours and have discussed why it is important to eat healthily.

During Maths this week we looked at telling the time to O'clock and half past. At home please continue to discuss with your children the different times in the day for example, it is the morning and we are eating our breakfast. Also when the clock strikes o'clock please ask your child to tell you the time.



Year One News

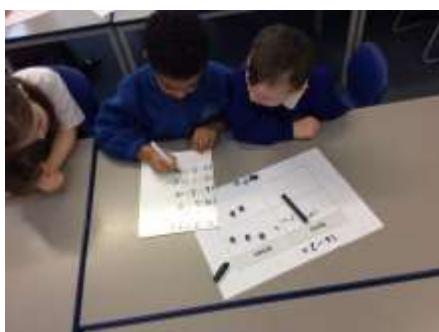


Over the last few weeks year 1 have explored the the traditional tale, the ugly duckling. We have used the most impressive adjectives in our writing to create some very interesting re-counts of the story. We have now began to think about how the story of the caterpillar is quite similar with the metamorphosis process.

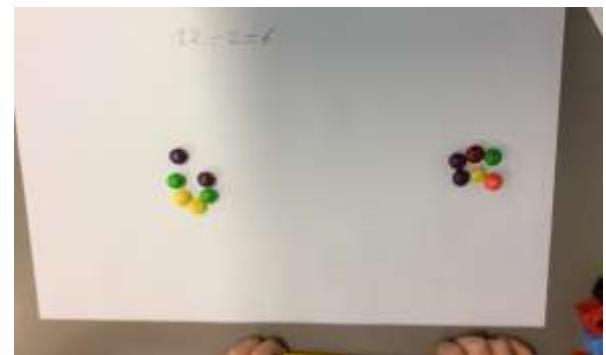
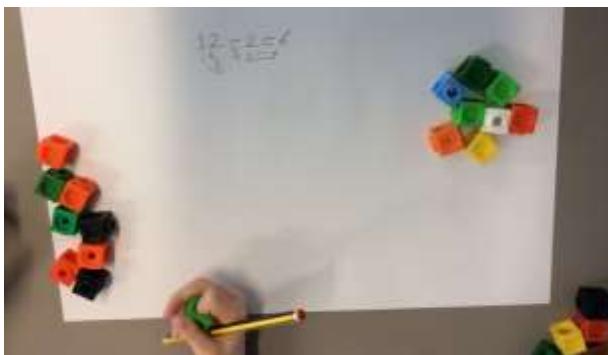
In maths we continue to investigate number and place value, using the skills we have learnt to solve problems and create fact families. We have also spent some time exploring money and its value, acting as shop keepers and customers in real life scenarios.

In topic we have discovered winter, using the outdoor environment to hunt for specific characteristics of winter. We were then able to use our findings to report details of the current season. In RE we are beginning to look at special symbols and objects. Starting our unit with a very exciting logo quiz!

Wishing you all a safe half term, We cannot wait to continue our learning after the break.



Year Two News



This week year 2 have been consolidating the hockey skills that they learned with Mrs Ball, our wonderful PE specialist, during this half term. Ask them to tell you what they have been doing. During maths they have been wrestling with multiplication and division. Getting to grips with the commutative law that applies to multiplication and that multiplication is the inverse of division and vice versa. As well as being Scientists investigating the similarities and differences between gorillas and humans.

With all this learning and activity we are all needing a well earned break.



Year Three News



Over the past few weeks, Year 3 class have been investigating shapes and angles during their Maths lessons. We have learnt new vocabulary related to Geometry to use in our tasks. We explored 3D shapes and constructed our own using cocktail sticks and modelling clay. Once we had made these shapes, we identified the number of faces, edges and vertices. This supported us in our next lesson when we had to classify 3D shapes using different criteria such as shapes that had an even number of vertices.

Over the holiday, encourage your child to make more 3D shapes with cocktail sticks and modelling clay and photograph these for their homework books. We would love to see them when the children return to school.

In PE Year 3 have been focussing on their dodgeball skills. They have been thinking and practising their throwing and dodging techniques. They have had lots of fun playing games against each other and been winning lots of house points and dojos.



Year Four News



Year 4 ended the half term with a fabulous trip to enhance their learning on the Stone Age. During this exciting trip to Weald Park we had lots of opportunities to experience what life was like during the Palaeolithic period. Our visit to the park gave us the opportunity to get some hands on learning, making concepts taught more memorable. We were able to build a den, start a fire using a flint and steel, make Stone Age tools and create cave art from materials such as mud, charcoal and grass and daffodil petals.

Many memories were made that we are sure will last long beyond Year 4.



Year Five & Six News



In years 5 and 6, we took a step back in time to the Tudor period when we visited Cressing Temple Barns. It was definitely an experience for the children and the adults!

The children experienced holding a 500 year old sword, trying on armour, which previously had been worn by knights, and visiting a Tudor walled garden where they discovered that sage leaves are a great alternative to a toothbrush. They also took part in archery and also found out about how people survived - or didn't as the case may be! We then all re-lived a Tudor trial in a real court where 4 members of years 5 and 6 were put in trial for a variety of crimes ranging from having loose dogs, to allowing gambling in a public house. The punishments were harsh and wide ranging and some 'criminals' were even sent to be beheaded!

The children found it hard to believe that at their age, they were already an adult and would be married and would have had children by age 12 (that is if they survived to the age of 12 - they were even more astonished to discover that the majority of children died by the age of 10)!

It was definitely a mind blowing insight and everyone thoroughly enjoyed themselves. We even found ourselves a mini Henry VIII!



Year Five & Six News



Focus on E-Safety

Parental controls are designed to help protect children from inappropriate content they may come across online, such as pornography. These controls can be used to limit access to only age-appropriate content, to set usage times and to monitor activity.

There are four main places you can find parental controls, and it can help to set up a combination of these:

Internet provider: you can set up filters to help block access to inappropriate content on any device that connects to your home WiFi

Mobile operator: filters are often automatically set up on mobile contracts, but you can double-check with your provider

Devices: many devices have parental control settings, for example, to help restrict spending in apps or disable location functions

Online services: sites like BBC iPlayer and YouTube have parental control settings to help restrict access to inappropriate content

It's worth being aware that no parental controls or filtering options are 100% effective. As children grow up, they can become quite tech-savvy and they may learn how to disable the parental controls already put in place. Be aware also that once parental controls by your internet provider are set up on your WiFi, if your child access 3G or 4G at home, the parental controls can be bypassed. Similarly, if your child goes to their friend's house where there are no parental controls in place, they will be able to access whatever they want. For these reasons, it's important to educate your child about the potential risks online, and establish rules concerning the sites that are suitable, or inappropriate, to visit. The family agreement is a great place to start and you can begin conversations about boundaries. It is also good to give your child strategies on how to cope with anything upsetting they see online, ie. they could turn the tablet screen down immediately and come and find an adult who will remedy the situation by getting rid of the website/picture. It's important that you involve yourself in their online world; as a starting point you could ask them what their favourite websites are and why they like them.

Safer Internet Day – Year 6

As part of Safer Internet Day, Year 6 visited Google's Interland website, where we were encouraged to 'Be Internet Awesome'. We played games and completed quizzes which tested us on our knowledge of internet safety. Many of us earned certificates to show we can be safe online!



E-Safety

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.



Fortnite: Chapter 2 has finally landed! With a whole host of new in-game features including a brand-new map, more water-based activities, upgraded character skins and a more streamlined arsenal of weapons, this Fortnite is promising to be the best yet. Almost all of the changes are cosmetic which means the concept of the game remains the same, with players still aiming to be the last man standing. Players will no doubt find the game much more enjoyable with so much more to explore. For parents and carers however, it pays to remain vigilant.

AGE RECOMMENDATION
13+



BATTLE ROYALE

Battle Royale games have become very popular over the last couple of years, and most tend to follow a very similar setup. Taking Fortnite as an example, 100 players drop into a map, loot buildings for weapons and armour and attempt to beat all the other players to be crowned victor at the end. If you've ever seen the Hunger Games movies, you'll have an idea of what this entails. Each game can take up to 20 minutes (assuming you last to the end) and can be restarted relatively quickly once 100 free players have been found.



IS FORTNITE ADDICTIVE?

Fortnite is at the forefront of gaming addiction discussions because it is so popular with young people. But whether it actually contributes to gaming addiction is up for debate. WHO (World Health Organisation) have classified gaming as a legitimate addiction, but this is not solely a concern with Fortnite. Signs of addiction can include irritability when not playing, lying about the amount of time played and a preoccupation with thoughts of the next gaming session. Realistically, it must be down to parents and carers to recognise these symptoms and act accordingly if they think they are developing.



FREE TO PLAY... OR IS IT?

While Fortnite is technically free to play (in that you can download and play it without paying) it does come with the caveat that spending money on things like skins and emotes in-game is heavily pushed to players. The currency used in-game is called 'V-Bucks' and can be bought with real money through the game's online store. It's worth remembering that these purchases are absolutely not necessary, are cosmetic only and that V-Bucks can be earned in-game with enough play time.



SEASONAL UPDATES

Every 10 weeks or so Fortnite is updated with a new season. This essentially adds new things like skins and emotes to the game, while also sometimes changing up the game map in interesting ways. These seasons are free to everybody and don't require additional money to play, though battle passes for each season can be bought with V-Bucks. A battle pass will typically allow a player to earn experience faster and gain new in-game items by completing a host of daily challenges.



CROSSPLAY IS AVAILABLE

One of the wonderful things about Fortnite is that it can be played cross-platform. This means that no matter what platform a person plays on (PC, PlayStation 4, Xbox One etc) they can play with friends who own the game on a different platform. To do this, an Epic Games account must first be created online (which is free) and then linked with your platform account. Doing this removes the age-old boundary of not being able to play together because you don't have the same console and opens up a whole new world of playing online with friends.



IS FORTNITE VIOLENT?

Fortnite has been rated by the ESRB (Entertainment Software Ratings Board) as teen, as it contains cartoon violence and the weapons and acts depicted in the game are some way removed from their real life inspirations. Characters don't draw blood when shot and instead of dying, they are simply beamed up off the map. Naturally, players younger than the recommended age limit will want to play the game and that should be at the discretion of parents and carers.



#WakeUpWednesday

BUYING V-BUCKS

As mentioned, Fortnite does contain in-game purchases and microtransactions in the form of V-Bucks which can be bought with real money. If you do decide to let your young one spend money in the game, be sure to delete your card information afterwards as it can be very easy to purchase more items at the press of a few buttons. It's important to set a limit on any purchases (as mentioned they are absolutely not necessary to play the game) and a suggestion would be capping the spending at around £50 - this is the normal retail price of a game.



GAMING WITH STRANGERS

Fortnite Battle Royale is an online game, and as such, there is a chance that young children could come into contact with strangers who are randomly placed into their groups in a game. It's difficult to predict what another person might say or do in a game, so it's a good idea for friends playing together, to be grouped together. The only real countermeasure to interacting with strangers offered by Fortnite is to turn off all microphone communications, which can be done in the game's settings. Using outside chat apps, like Skype or Discord while playing, is a great way to make sure you know who you're talking to and that nobody else is listening in.

LIMIT TIME, BUT BE FLEXIBLE

A game of Fortnite can last up to 20 minutes, so be flexible when it's time to put it away. The approach of 'one more game' as opposed to 'one more minute' will keep any complaints that a match is still ongoing. Better still, play with your child and take it in turns; this way you're helping control the time played and can keep an eye on what they're experiencing.



TALK TO OTHER PARENTS / CARERS

If you're concerned about play time or spending money in the game, talk to other parents and carers of your child's friends. If you approach as a collective, it will be easier to know when their friends are online and you don't have to worry about who they're playing with. It can also help curb expectations on spending money on battle passes and skins if you stick together.



CAN DEVELOP SOME IMPORTANT SKILLS

It's often overlooked just how good gaming can be for young people. Fortnite encourages team play, quick and complex problem solving and communication; that's not to mention the lightning fast reflexes gamers can develop. While taking breaks to do other activities is of course important, there are benefits to screen time which might not be immediately obvious.



PLAY THE GAME YOURSELF

There's no substitute for sitting down and playing the game yourself to learn all about it. Fortnite is available for free on almost anything you can imagine, even your smartphone, so there's never been a better time to get involved and see what all the fuss is about. You never know, you might even be able to impress your children when you show them your impressive Victory Royale tally!



Meet our expert

Mark Foster has worked in the gaming industry for 5 years as a writer, editor and presenter. He is the current gaming editor of two of the biggest gaming news sites in the world, UNILAD Gaming and GAMINGbeebie. Starting gaming from a young age with his siblings, he has a passion for understanding how games and tech work, but more importantly, how to make them safe and fun.



<https://www.theguardian.com/games/2018/may/09/fortnite-battle-royale-parents-guide-video-game-gaming-parents-guide>
<https://www.polynes.com/2018/03/22/1714668/cross-platform-crossplay-ps4-xbox-one-mac-laptop-mobile-crossplay/>

Focus on Sepsis

Worsening signs of a sick child

Green	Amber	Red
Normal/Low Risk	Intermediate Risk	High Risk
	Contact a health professional/GP 111 or 999	Contact 999

When checking your child use good light.

Consider their usual skin colour as darker skinned children do not always look pale.

As parents you know your child best;

Trust your own instincts

Useful websites

- ♦ www.nhs.uk
- ♦ www.sepsistrust.org
- ♦ www.meningitis.org



Green/Normal Low Risk	Amber/Intermediate Risk Contact a health professional/GP 111 or 999	Red/High Risk Contact 999
Breathing <ul style="list-style-type: none"> • Normal 	Breathing <ul style="list-style-type: none"> • Fast breathing, short of breath • Unusually noisy or wheezy when breathing • Flaring or widening of nostrils 	Breathing <ul style="list-style-type: none"> • Finding it difficult to breath • Very fast breathing • Making unusual or grunting noises when breathing • Unusual patterns of breathing • Sucking in of chest or stomach
Colour <ul style="list-style-type: none"> • Normal colour of skin, lips and tongue 	Colour <ul style="list-style-type: none"> • Unusually pale colour of skin, lips and tongue for your child • Sunken eyes with dark circles 	Colour <ul style="list-style-type: none"> • Very pale, grey or blue skin, lips or tongue • Rash, red or purple that does not fade
Activity <ul style="list-style-type: none"> • Responds normally to interaction with parent and surroundings • Smiles • Stays awake or wakes quickly • When cries it is strong/normal or not crying 	Activity <ul style="list-style-type: none"> • Not responding normally to family or carers • Not smiling • Difficult to wake up or unusually sleepy • Not wanting to do very much 	Activity <ul style="list-style-type: none"> • Not responding to carers • Very difficult to wake up, drowsy less responsive • Child is weak or floppy • Child has a fit • High-pitched or continuous cry in younger children
Eating and drinking <ul style="list-style-type: none"> • Taking usual foods and fluids • Normal skin and eyes • Moist lips and gums 	Eating and drinking <ul style="list-style-type: none"> • Not feeding very much • Dry lips and mouth • Reduced weeing or fewer wet nappies than normal 	Eating and drinking <ul style="list-style-type: none"> • Unable to keep feeds or fluids down • No wee or wet nappy for 12 hours or more • Very few wees or wet nappies • Very thirsty
Temperature and body <ul style="list-style-type: none"> • Normal temperature • 36.4-37.5 degrees 	Temperature and body <ul style="list-style-type: none"> • Raised temperature for 5 days or more • Shivering or shaking • Babies aged 3-6 months with any recorded temperature of 39 degrees or above • Hands and feet are unusually cold to touch • Temperature of below 36 degrees • New lump greater than 2cm 	Temperature and body <ul style="list-style-type: none"> • Babies under 3 months with any recorded temperature of 38 degrees or above • Stiff neck especially when trying to look up or down • Hands and feet are mottled and very cold to touch • Bulging soft spot on head in infants

Half Term Activities in Harlow

STEAM Drop-in Sessions

Science, Technology, Engineering, Art, and Mathematics

Hands on science at Phoenix Live Bar & Bistro, The Terrace, 1st Floor of the Harvey Centre, Harlow
(next door to Cineworld)

Wednesday 19 February 2020, 10am to 3.30pm

Free interactive, fun and exciting drop-in activities suitable for children of all ages.

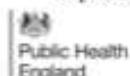
**Come and take part
in a variety of science
linked activities**

- How does your heart pump blood around your body?
- Find out how washing your hands helps to keep infections at bay.
- Make a rocket mouse and launch it in to the air - what kind of force do you need to make it soar?
- Do birds get wet when it rains? Learn why water slides off feathers.
- Create an animal and use friction to climb it up a string!

Children must be accompanied by an adult.
Free tea and coffee and baby/toddler play area available.



In partnership with:





Jerounds Primary Academy

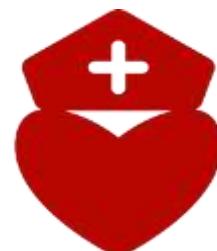
Brunel— 334 points (4th)

Nightingale— 339 points (3rd)

Shakespeare— 409 points (2nd)

Darwin— 321 points (5th)

Pankhurst— 497 points (1st)



Twitter



Please follow us on Twitter...
@NET_Jerounds
for latest news and information

Important information regarding attendance

There is no entitlement to parents to take their child/children out of school during term time. All leave of absence must be applied for in writing to the Head of School for consideration.

If absence is not authorised and the holiday is taken, the case will be referred to the Education Welfare Service who may issue a Penalty Notice for £120 (£60 if paid within 21 days) to each parent for each child taken out of school.