

"I am with you always" Matthews 28:20



LOVE



RESPECT



CREATIVITY



FRIENDSHIP

This Term's Value is:
Perseverance

"I can do all things through him
who strengthens me"

Philippians 4.13

See what we've been up
to this week:

Visit the class pages on
the school website to
find out more

www.st-matthews.bolton.sch.uk

A Note from the Headteacher

St Matthew's has been busy with lots of learning and many exciting events over the last three weeks.

Enjoy reading what we have been up to.

Miss Ritchie
Headteacher



Dates For Your Diary

Monday 17th May—Eid
party celebrations—
children can wear party
clothes

School closed Monday
31st May—Friday 4th
June—Half Term

Don't forget:

Y4 Swimming lessons are
every Tuesday

Y5 Swimming lessons are
every Thursday



St Matthew's Prayer

Dear God,
thank you for showing us how to press
on, giving us the strength to continue.
Thank you for showing me the im-
portance of sticking to things, even
when they are hard.
Amen

Ethos Team Challenge

Set yourself and goal. Work hard to
achieve it. Persevere. Achieve it



Reflection Time

“Let us run with perseverance the race that lies
before us. Let us keep our eyes fixed on
Jesus, on whom our faith depends from
beginning to end” Hebrews 12.1-2.

What does this mean to you?

Does it strengthen your perseverance?

ATTENDANCE MATTERS

Attendance Information

(Monday 22nd March — Wednesday 31st March 2021)

Our school attendance for 2020 / 2021 target is 96%

The last two weeks whole school attendance was 94.9%

Rec E—97.2%
Mrs Elliott
Rec S—96.9%
Miss Smith
Y1B—90.5%
Miss Bateman
Y1D—91.1%
Mrs Davidson
Y2B—92.50%
Miss Burkmar
Y2W—96.5%
Mrs Shaw
Y3F—95.3%
Miss Foster
Y3J—96.4%
Mrs Johnson
Y4C—95.8%
Mr Currid
Y4R—95.0%
Mrs Rotherham
Y5M—97.6%
Miss Manly
Y5R—93.3%
Miss Ramshaw
Y6C/M—95.0%
Mrs Clarkson
Y6P—95.3%
Mrs Phillips

Headteachers Award Winners

	26/03/2021	23/04/2021	30/04/2021	07/05/2021
Rec Owls	Joe	Benita	Esa	Lily
Rec Hedgehogs	Uwais	Amelia	Ivana	Magnifique
Y1 Buttercups	Scarlett	Mahan	Madison	Ali P
Y1 Poppies	Pierre	Ali M	Marek	Bareera
Y2 Snowdrops	Musa	Abdur Rahman	Jerseyrae	Ahmed
Y2 Bluebells	Alif	Zayd	Mariann	Harley

Well done everyone!

Headteachers Award Winners

	26/03/2021	23/04/2021	30/04/2021	07/05/2021
3J Sparrows		Ruben	Chisom	Isaac
3F Robins	Sophie	Ruwaid	Yousif	Haarisha
4R Goldfinches	Siyona	Ali Jafar	Zayn	Yousif
4C Woodpeckers	Anab	Metha	Maisrah	Anas
Y5R Ladybirds	Aisha P	Sienna	Ruby	Szimonetta
Y5M Dragonflies	Romeesa	Anas	Aaliya	Zaina
Y6 C/ M Honeybees	Corey W	Atilla	Logan	Corey W
Y6P	Bissan	Kalim	Hamza	Haider

Well done everyone!

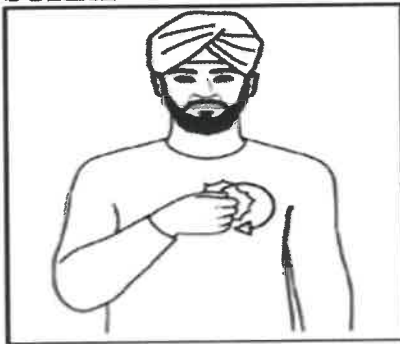
Signs of the Week

We now know lots of signs: hello, good morning, good afternoon, please, thank you, yes, no, mother/mum, father/dad, help me, dinner and sorry. Visit our website for videos showing you how to sign these words and keep practising them at home. We are making fantastic progress!

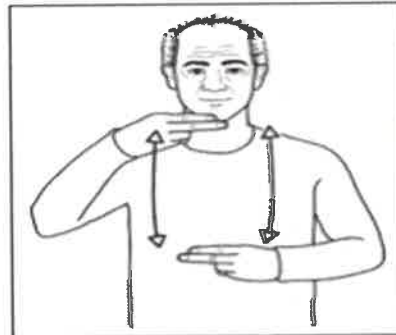
HELP, TO



SORRY



DINNER



Back to school support

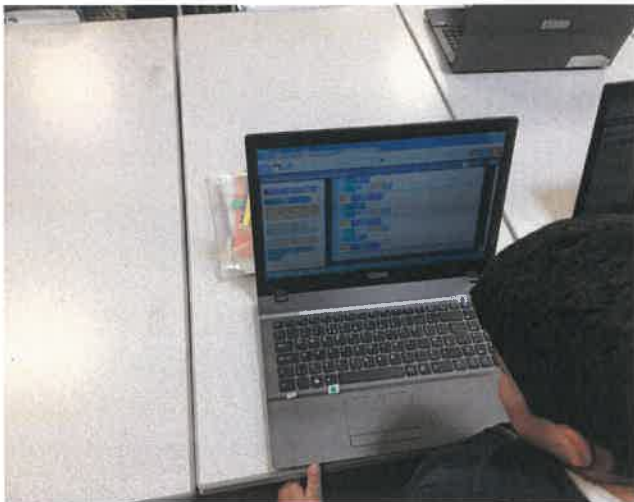
Back to School Transition Advice Family Lives have created some useful resources to support the transition from lockdown back to school.

Have a look at their website for more information:

<https://www.familylives.org.uk/advice/your-family/familylife/back-to-school-transition-after-lockdown/>

Year 2

Year 2 have been enjoying computer club. They have created a knight and dragon game, a dancing robot game and will be making their own maze game. They have all worked really hard, and have improved their coding skills.



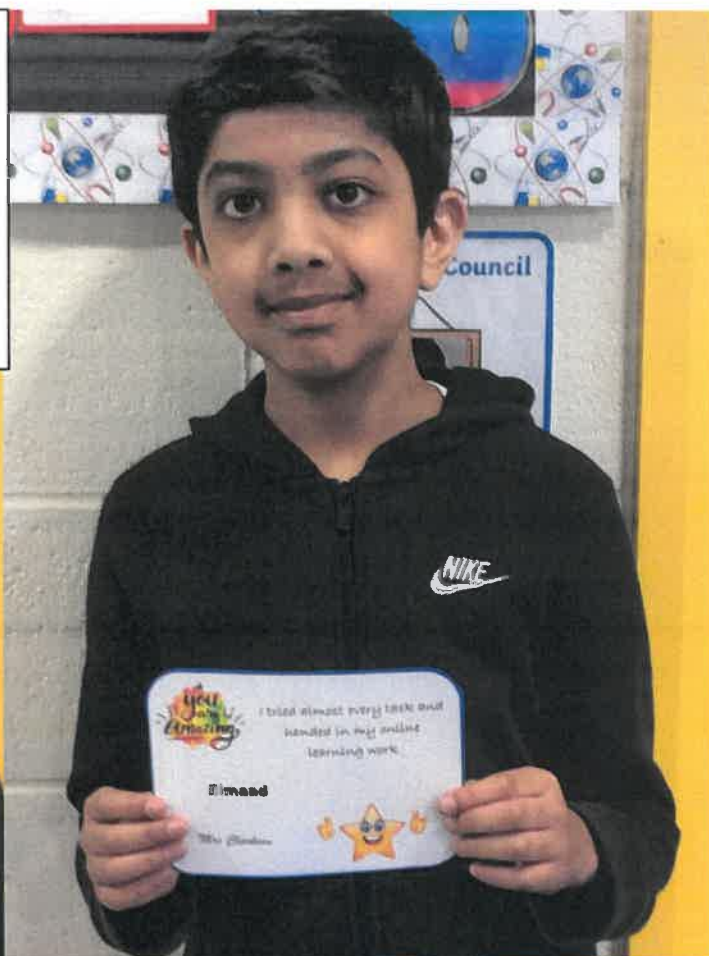
Forest School

Y1 have been enjoying being outside exploring in our Forest School. We have taken risks, been safe, trusted each other, built fires and most importantly had fun.





The week before Easter half term, Year 6 were once again in isolation. Although we are proud of all our children, these four attempted every task set and always handed their work in on time.



Y6



In PE, we have been preparing for rounders by practicing our throwing and catching skills.





In Science, Year 6 completed two experiments to help us understand how black holes form and behave.



Reception

Reception have been reading Jack and the Beanstalk and learning about planting. We have been learning lots of new vocabulary including plant, grow, root, shoot, soil, watering can and trowel. We planted pea seeds and have been excitedly waiting for them to start to grow. We also read Jasper's Beanstalk and found out that we need to be very patient and not disturb our seeds. We are watering them and keeping them on our windowsill. We hope they are going to grow as tall as the beanstalk from Jack and the Beanstalk!



Reception really enjoyed visiting Moss Bank Park! The children enjoyed a woodland walk, looking for signs of Spring. They also had a lot of fun exploring the play equipment



Y4 Goldfinches

The climbing wall came to school and we had lots of fun. We challenged ourselves to see how high we could go! We were all very proud of our achievements





Year 6 had an amazing time building their legends. We had to follow instructions from an app and, independently, create our robots. We think they look fantastic. What do you think?



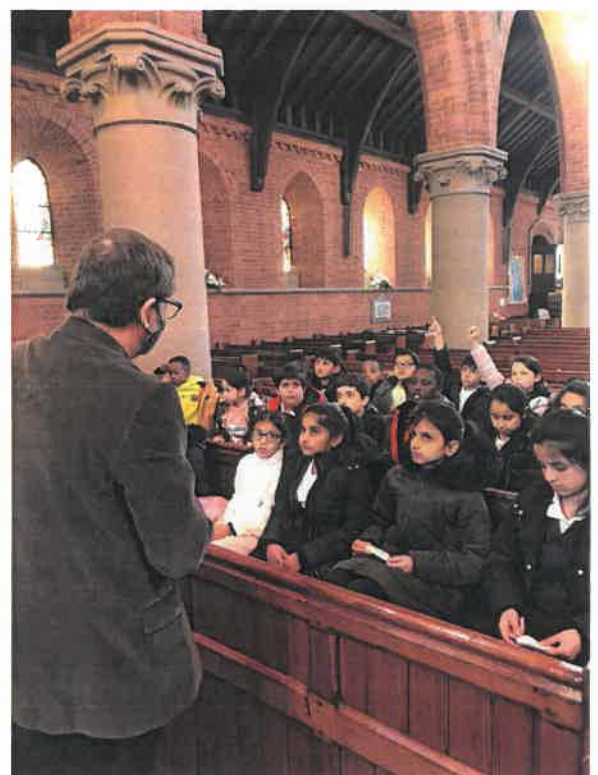
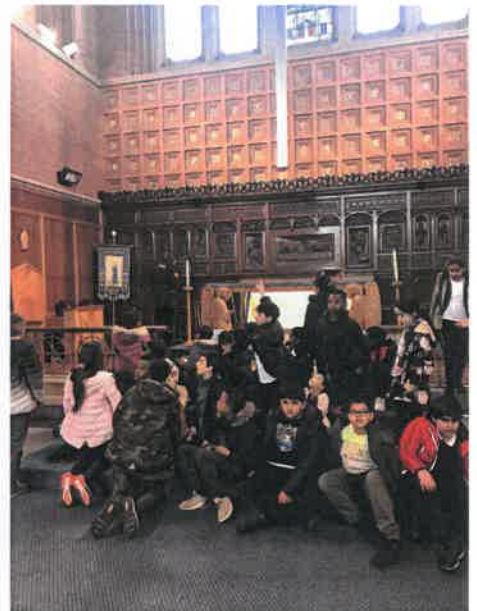
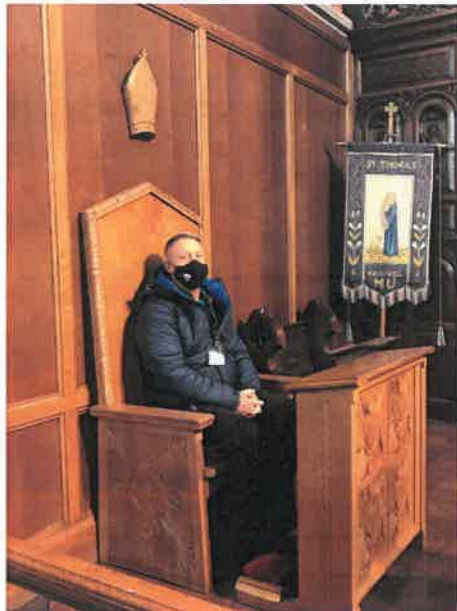
Y3

Year 3 have been working hard in school. We are reading *The Creakers* in English and doing some writing based on it. Lucy's Dad in *The Creakers* played the harmonica, so Mr Bailey played the harmonica for us. In maths we are working on multiplication and division. In Theme we are learning about the rainforest. In computing we are doing coding. We are drumming with Mr Simpson. Half of the class are going to Forest School and having lots of fun. In PE we are developing tactics when playing games. On St George's Day we found out about St George and drew dragons on the England flag.



Y4

Year 4 have been to St Thomas Church as part of their RE. They have been looking at the features inside a church and then comparing with places of worship for different faiths.



SANCTUARY AWARDS

SCHOOL OF SANCTUARY

Proud to be a Place of Safety

**In recognition of its work and ongoing commitment
to engage with and celebrate the positive contribution
of refugees and asylum seekers,**

**Saint Matthews Church of England Primary
School
is hereby awarded
the title of School of Sanctuary**

**Pamela Spurling, Chair
City of Sanctuary Bolton**

21st April 2021



City of Sanctuary



FREE CAKES FOR KIDS BOLTON

.....

**A community service that
provides free birthday cakes
for children who might not
otherwise receive one.**

FREE, FRIENDLY & CONFIDENTIAL SERVICE

Get in touch if you know a child who
may benefit, or if you'd like to join
us as a volunteer baker.

freecakesforkidsbolton@hotmail.com

[@freecakesbolton](#)

[facebook.com/freecakesforkidsbolton](https://www.facebook.com/freecakesforkidsbolton)

7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

- 1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great – but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

- 2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

- 3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover – or the last chapter – and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

- 4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

- 5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

- 6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

- 7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Education Endowment Foundation (2018)

Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years. Education Endowment Foundation: London.

Available online: [eef.org.uk/eef-projects/preparing-for-literacy](https://www.eef.org.uk/eef-projects/preparing-for-literacy)

Education Endowment Foundation (2019).

Improving Literacy in Secondary Schools. Education Endowment Foundation: London.

Available online: [eef.org.uk/eef-projects/improving-literacy](https://www.eef.org.uk/eef-projects/improving-literacy)

Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Keck, R.K.W., & Carol, J.M. (2019).

Literacy Development: Evidence Review. Education Endowment Foundation: London.

Available online: [educationendowmentfoundation.org.uk/publications/literacy-development-evidence-review.pdf](https://www.educationendowmentfoundation.org.uk/publications/literacy-development-evidence-review.pdf)



Education
Endowment
Foundation

An easy way to improve children's reading!



Kids read more

when we



Turn on

the Subtitles

You may have seen some news articles recently about the impact of turning on the subtitles while children are watching television: it can actually double the chances of them becoming good at reading! 10 seconds of effort (if you can work out how to do it on your TV!) can make a huge difference for your children. This is all backed up by decades of scientific research and is a quick, simple, free way to make TV time, reading time.

Visit <http://www.turnonthesubtitles.org> for further information.

A message from Mrs Sharples, our Pastoral Manager

Parents- Looking after yourself

Being a parent can be challenging in everyday situations. Now, more than ever, taking care of your mental health is important. Staying at home more or having to work during a difficult situation can put different pressures on everyone. If you're struggling, it's okay to reach out for support from friends, families, school and organisations that are here to help.

Changes to our mental health can sometimes affect children and their well-being. They may pick up on your anxiety or low mood.

This doesn't mean you should hide your feelings. You can try to explain them using phrases like, "It's ok to get big feelings, everyone gets big feelings but it's still the grown up's job to look after the children."

When things are different to what we're used to and everyone is going through a big change, it's important to give children reassurance and support. Looking after your own mental health is vital to their well-being so don't be afraid of doing something for yourself to take care of your own well-being. And reach out if you need help. Staff in St Matthew's are here should you need any support or signposting to other services. Don't be afraid to ask for help; we're all in the same boat.

If you would like a confidential chat or signposting to other support services, please call the school office and ask to speak to Mrs Sharples.

Important reminders

The timings to the school day. All classrooms will be open at the start of the day from 8:45am. Every pupil **MUST** be in school ready to learn by 9:00am. If they arrive after this time they will get a late mark.

Children finish at the end of the day at the following times:

Y1, Y3, Y5 will finish school at 2:55pm

Reception and Y4 will finish school at 3pm

Y2 and Y6 will finish at 3:05 pm

Uniform

Girls

skirts/pinafore dresses (grey/black), trousers (grey/black)

sweaters/sweatshirts/fleece/cardigans (navy blue)

blouses/shirts/polo-necked shirts (white)

socks/tights (white/grey/black)

footwear – black shoes/trainers (all black including laces, no obvious logos)

Boys

trousers (grey/black)

sweaters/sweatshirts/fleece (navy blue)

shirt/polo-necked shirts (white)

socks (white/grey/black)

footwear – black shoes/trainers (all black including laces, no obvious logos)

Children should come dressed to school in school uniform everyday **unless** they have P.E. when they should come ready dressed in suitable P.E. kit.

PE Kit for both boys and girls is as follows:

White polo shirt or T-shirt

Dark (navy blue, black, grey) jogging bottoms, leggings or shorts

Dark (navy blue, black, grey) sweatshirt/ fleece

Black Trainers or pumps

Please check on your child's class page to see when their P.E. days are.

NUT Free School

We children in school with a nut allergy which means that all staff and parents must be vigilant about ingredients we use in school and items put into lunch boxes. No nuts or snacks containing nuts should be put into packed lunches.

Peanut allergy is the second most common food allergy in children and this is increasing. It now occurs in 1 in 50 children.

As we now have a pupil in school who suffers from a severe nut allergy please could I take this opportunity to explain to everyone that our school has now become a "Nut Free School. " If our pupil comes into contact with a nut product, they can suffer life threatening consequences. It can be easily initiated from a simple handshake or touching of a pupil's table who may have had some nuts in their food. Therefore children **must not** bring nuts or nut products as snacks into school at any time.

We ask that you do not provide your child with any products containing nuts in their lunch box: Some examples:

- Fruit and cereal bars that contain nuts
- Chocolate bars or sweets that contain nuts
- Sesame seed rolls (children allergic to nuts may also have a severe reaction to sesame)
- Nutella
- Peanut butter
- Cakes made with nuts
- Muesli bars
- Baklava
- Any nuts

School will be making regular checks on the children's lunches to ensure these rules are being followed.

Whilst we know some children like to bring in cakes/chocolates for their classmates to celebrate their birthday we ask that they do not bring in anything that contains nuts, if they do then unfortunately they will not be handed out and will be sent home unopened, which could lead to lots of disappointment.

We have a rule not to use nuts in any of our food prepared on site at our school. Our suppliers provide us with nut-free products, however, we cannot guarantee freedom from nut traces.

Please help us in providing a nut free school and assisting those parents who have a child who may have a life threatening reaction by children **not** bringing nuts or nut products as snacks into school at any time.

Many thanks for your support.



Free School Meals

Even if your child is currently receiving Universal Free School meals, because they are in either Reception, Year 1 or Year 2, if you think that you might be entitled to standard free school meals, because you meet the criteria below it is very important that you still apply for them.

You can get further help on how to apply at the One Stop Shop in Bolton Town Hall.

What are free school meals? They are school dinners for children between the ages of 4 and 16 who attend full time school (but not private schools). They may also be awarded to some children outside this age range who attend full time school or nursery.

Do I qualify? To qualify you or your partner must be getting one of the following:

- Income Support
- Income Based Job Seekers Allowance
- Income Related Employment and Support Allowance
- Guarantee element of Pension Credit
- Universal Credit
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit only (but no award of Working Tax Credit) and have an annual income, as assessed by the HM Revenues and Customs, that does not exceed £16,190.

What evidence is required & how do I apply? You need to provide an up to date document showing that you are getting one of the above benefits. You do not need to make a separate claim if you are already getting or have applied for Housing Benefit / Council Tax Support. We will use the information and evidence you have already provided to confirm your entitlement,

If you would like to make a claim this can be done by;

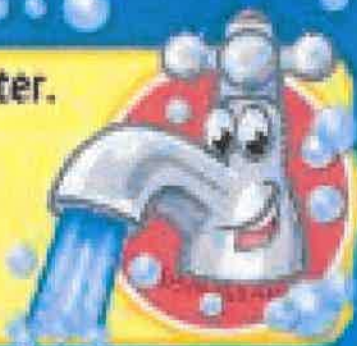
- Telephoning 01204 331590 or
- Visit our website www.bolton.gov.uk (search for free school meals)

In addition from **September 2014** children who are attending full time at any Sixth form college (not private) may also be eligible.

Washing your hands

Step 1 Wet hands under warm running water.

1



Step 2

Add soap to aid cleaning and to kill germs.

2



Step 3

Rub well for at least 15 seconds.

3



Remember

Rub the front and back of your hands well and between your fingers!



Step 4

Rinse well under warm running water.

4



Step 5

Dry hands with clean paper towels.

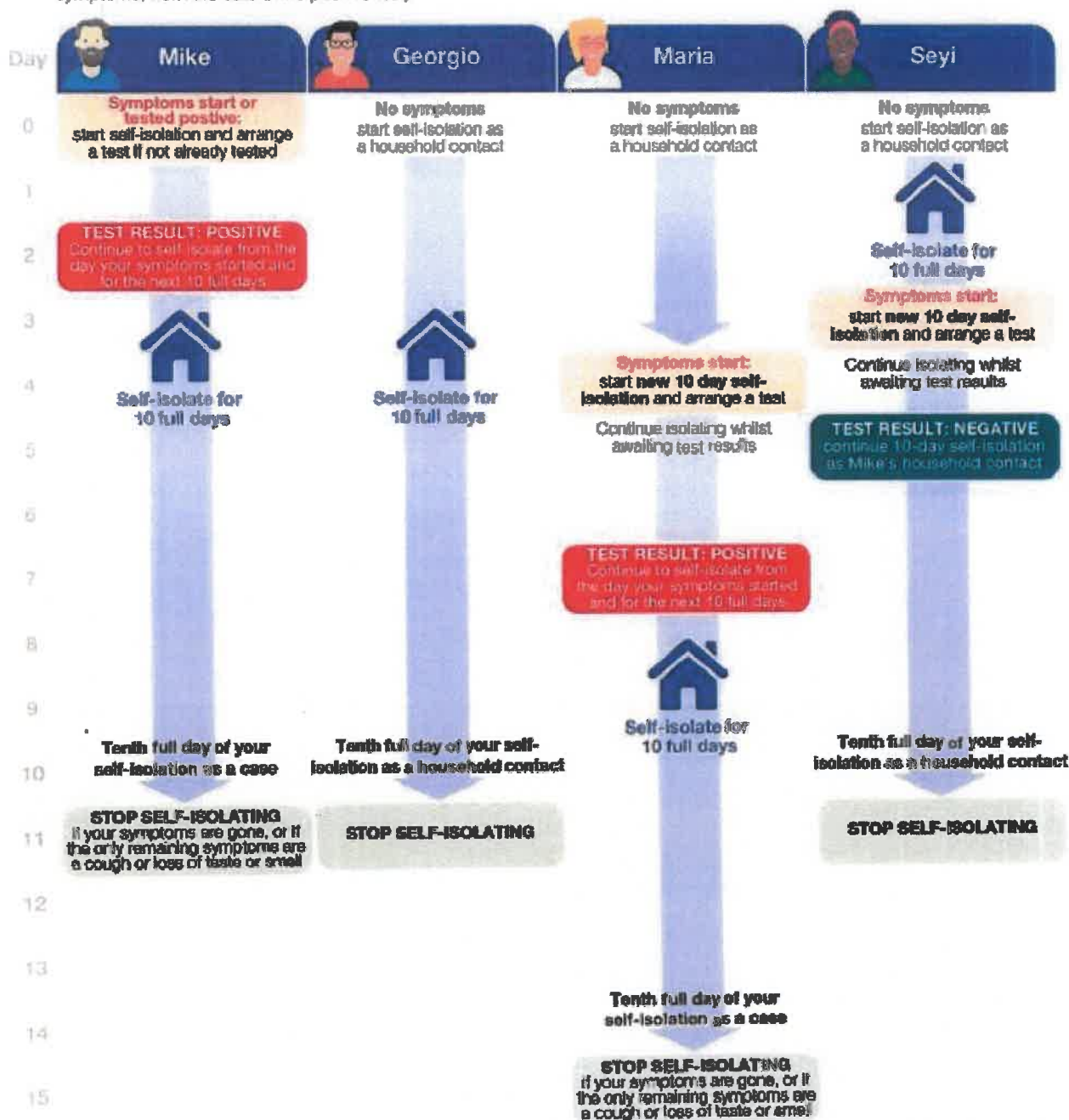
5



Stay at home and self-isolate.

Please see [detailed guidance online](#).

Mike's household: In this example, Mike lives with Georgio, Maria and Seyi. Mike is the first case of COVID-19 in this household. He and everyone in the household begin self-isolating from the day Mike's symptoms start (or if he had no symptoms, from the date of his positive test).



Self-isolate for 10 full days.

You need to self-isolate from the day the first person in your household started symptoms and for the next 10 full days. If they did not have symptoms, self-isolate from the day of their test and for the next 10 full days.

To self-isolate means:

Do not go to work, school, or public areas and do not use public transport or taxis. Only leave your home to get to your test if you need to, observe strict social distancing advice and return immediately afterwards.



HANDS



FACE



SPACE