

Our Church School

St. Andrew's Church
Weaverthorpe

The collective worship theme
this term is: 'Justice'



Weaverthorpe Weebles

2019 February

- 4th - Library van visit.
- 11th - Valentine craft.
- 18th - Groovy moves/ library van.

March

- 18th - Return following half term.

Thanks for your support with Weebles. Come join our friendly group for a play and cuppa, at Weaverthorpe school portacabin, term time only. (Please park at the bottom of the hill) All parents/careers welcome with children 0-5yrs. For more details contact Jill 01944738389

Parents' Evening

It is Parents' Evening on the Monday 18th February. Please find attached your letter to complete for your appointment with your child's class teacher.

Thank you

Governors will be providing Tea and Coffee at the Parents' Evening on 18th February 2019. This will be served in Cherry Tree Class.

All Welcome

Friends of Weaverthorpe School

WE NEED YOUR HELP! If you shop online, please could you sign up to easyfundraising to support Friends of Weaverthorpe School?

It's a really easy way to raise money for us – you just use the easyfundraising site to shop online with more than 3,300 well known online stores like Amazon, Argos, John Lewis, ASOS, Booking.com, eBay, Boden, and M&S and when you make a purchase, the retailer sends us a free donation, at no extra cost to you.

We want to raise as much as possible, so please visit our new easyfundraising page at <https://www.easyfundraising.org.uk/causes/friendsofweaverthorpeschool/> and click 'support us'.

Thank you!

Tesco Grant

We are excited to tell everyone that we were allocated £1000 from the Tesco's Bags of Help. We would like to thank everyone for their support. Work to erect the shelter will start shortly.

Uniform

If anyone is needing any uniform, please come to the office for an order form. I will be doing an order in the next few weeks.

Thank you.

Mrs Mitchell

Governors of Weaverthorpe CE (VC) Primary School

Chair of Governor/Community	Mr Femi Shellard
Community	Vacancy
Co-opted	Mr Jono Trowsdale
Foundation Governors	Mrs Trish Lake
	Rev Andy Bowden
LA Governor	Vacancy
Parent Governors	Mrs Tracey Wallace
	Mr Nick Carnes
Staff Governor	Miss Ellie Barker
Headteacher	Miss Janette Wilkinson

These are our Governors, if you have any worries you can contact any of the above who are often on the playground at the beginning of each school day.

Weaverthorpe CE(VC) Primary School
Weaverthorpe, Malton, N Yorkshire, YO17 8ES
01944 738280
E-mail: admin@weaverthorpe.n-yorks.sch.uk
Head Teacher: Miss J Wilkinson B.Ed. (Hons)



Monthly Newsletter

Friday 1st 2019

February Newsletter

Issue 20

Diary Dates

2019 February

- . 6th Cross Country @ Lady Lumley's - PM
- . 18th Parents' Evening
- . 22nd PSHE Day - Keeping Myself Safe
Sycamore Class - Celebration
Worship
Break Up

March

- . 4th School Begins
- . 5th Swimming - Y1 & 2 (1 of 10)
- . 6th Football @ Norton Primary - PM
- . 14th Maths Workshop for Parents in School
- . 27th Bikeability Y5
- . 28th Bikeability Y5
- . 29th PSHE Day - Becoming an Active Citizen
Silver Birch Celebration Worship

April

- . 11th Easter Service @ Church 2pm
- . 12th Break up



Attachments

- . Swimming letter - Y1 and 2
- . Parents' Evening

Monthly Newsletter

Newsletter Dates

Friday - 2019

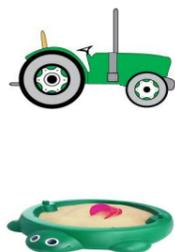
- 1st March
- 5th April
- 3rd May
- 7th June
- 5th July



WEAVERTHORPE PRIMARY SCHOOL

NURSERY

Is your child 3 years old this year? Were they born between 1st September and 31st August



Excellent Facilities
15 hours FREE childcare per week
Contact school
01944 738280



Places available when you child is 3 years old

15 hours care - free per week.
Mornings only.
8.45am to 12noon

Child's Birthday	Come to nursery
1 st January – 31 st March	Beginning of term on or after 1 st April
1 st April – 31 st August	Beginning of term on or after 1 st September
1 st September – 31 st December	Beginning of term on or after 1 st January

Let your child stay for a hot meal, collect them at 1pm.
Lunch £1.90
Care (12noon to 1pm) £2.00

Nursery in School

We have a fabulous EYFS class within the school.
Is your child 3?
15 free funded hours per week
8.45am to 12 noon
Also Available - 12noon - 1pm Stay for a hot meal and play until 1pm for £3.90

Swimming Y1 & 2

The children in Year 1 and 2 will be going swimming on a **Tuesday** morning from 5th March 2019 for 10 weeks. They will be travelling to Pickering Pool by Fletcher's coaches and be accompanied by Miss Wilkinson, Mrs Kaye and 1 Parent helper. Please see letter attached

Weaverthorpe School is looking for New Governors

Weaverthorpe School's Governing Body is made up of Governors from all walks of life and many come to us through a variety of routes and with a range of different backgrounds, skills and experiences, but they are all volunteers who work together for the benefit of the School and are the link between the School and the wider community. Governors are essential for the effectiveness and success of the school and it is an extremely rewarding and fulfilling role.

What are we looking for?

We are currently looking for new Co-Opted Governors and would be delighted to hear from anyone who has:

- an interest in the performance of the school.
- a desire to contribute to and represent the community.
- an open and enquiring mind
- the ability to look at issues objectively
- the confidence to ask questions and join in debate.
- a willingness to listen and make informed judgements
- the ability to work well with others
- time to spare

If you match the above description, you may be the very person to become a Governor at Weaverthorpe Primary School. Everyone has something to offer and we want people from as many backgrounds and with as wide a range of interests as possible.

What can we offer?

- A chance to develop skills in strategic management
- The opportunity to work with our team of governors and staff in improving our School
- A sense of achievement in making a difference to our School
- The pleasure of helping students reach their potential

What is the Governing Body's Role?

The Governing Body of our school plays a key role in:

- setting targets for raising standards of educational achievement.
- monitoring progress towards meeting these targets.
- supporting and challenging the performance of the headteacher
- deciding policy and future development plans

What would we ask of you?

As well as attending meetings governors are also asked to bring enthusiasm, interest and the willingness to learn. To help support governors, everyone has access to further training to help build on existing skills or to develop new ones.

What next?

If you are interested, please contact the chair, Femi Shellard, via the school office. He will be more than happy to meet up to discuss the role. For further information please also look at the information for prospective governors on the North Yorkshire County Council website at <https://www.northyorks.gov.uk/school-governors>.

Class Topics

Cherry Tree Class

This term in topic we will be learning about dinosaurs. We will be focusing on fossils, the different time periods, the different types of dinosaurs and the foods they ate.

In Science we will be learning about everyday materials and why certain materials are used for specific objects and investigating the properties of various materials.

Cherry tree class will be focusing on the story 'The Three Little Pigs' which will feed into our continuous provision.

Key Stage 2 – Silver Birch Class

Our topic this term will be geography-based and we will be studying mountains and rivers. This will include learning geographical vocabulary, atlas literacy, and art and design technology on the mountain theme.

In Science we will be investigating electricity and forces, including magnets. Look out for our Big Book showing our work later in the year.

The children are already enjoying 'Kensuke's Kingdom' by Michael Morpurgo which is the text on which our English work is based. The children in Year 5 and 6 are also studying an additional text, 'Wolf Brother' by Michelle Paver. With both texts my aims are to develop a love of reading, give our English work a context and inspire quality writing.

Spellings will continue to be given fortnightly. Please encourage your child/children to do their spelling homework as over time this makes an enormous difference to the standard of their writing. Reading a wide variety of books also has a great impact so please encourage them to read at home and listen to them when you can. Talking about the story, characters, meaning of words etc. is so valuable in developing understanding and enjoyment of books.

Thank you for your support,
Mrs Beresford

Alec Andrews

Alec Andrews was a former pupil who came to Weaverthorpe CE (VC) Primary School during the 2nd World War. He was a evacuee and was evacuated from Hull to the village of Weaverthorpe.

Thank you for supporting
Weaverthorpe CE (VC) Primary School
with your generous donation. These are the books we bought with
the donation.



Holes - Louis Sachar

The Firework Maker's Daughter - Philip Pullman

I Am the Seed That Grew the Tree - Fiona Waters

Varjak Paw - SF Said

Street Child - Berlie Doherty

Clockwork or All Wound Up - Philip Pullman

The Wolves of Willoughby Chase - Joan Aiken

The Battle of Bubble and Squeak - Philippa Pearce

The Hobbit - J. R. R. Tolkien

We will be having a P.S.H.E Day on Friday 22nd February 2019. Please discuss your child's learning with them to enhance their understanding of these P.S.H.E ideas. The elements of the work for 'Keeping Myself Safe' are:

Year 1

- I know the role of medicines in promoting health, the reasons why people use them and the school rules on medicines;
- I know that some substances can help or harm the body including household substances like dishwasher tablets;
- I recognise the need for safety rules –road, fire, farm, school environment, playground and home;
- I can name an adult in school who can help me and I know there are people and services who can help us;
- I know that people you don't know are strangers and this applies online as well as well as off line;
- I know that when people I don't know ask me for private information I don't share it online or in person;
- I understand that some websites, games and social media sites may not be age-appropriate and I know what to do if I find something inappropriate online.

Year 2

- I use simple skills which will help to maintain my personal safety;
- I understand that all drugs can be harmful if not used properly;
- I know simple rules about medicines and other substances used in the home, including solvents which can be harmful if not used properly;
- I can recognise and say what is right and wrong;
- I understand that pressure to behave in an unsafe way can come from a range of people, including people;
- I know I know how to ask for help when I need it and can name a range of people who can help me;
- I know the difference between secrets and surprises and understand not to keep adults secrets;
- I have an understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure I am safe online when using websites, playing games, using email/ text/ video chat.

Year 3

- I can identify and explain how to manage risks in different familiar situations;
- I know how to ask for help and about the people who are responsible for keeping me healthy and safe;
- I can make judgements and decisions and use basic

techniques for resisting negative peer pressure;

- I can explain how my behaviour may have consequences for myself and others;
- I can demonstrate basic safety procedures when using medicines, crossing roads, riding a bike etc;
- I know school rules for health and safety, basic emergency procedures and where to get help for myself and others in need;
- I have a growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online when using websites, playing games, using email/ text/ video chat.

Year 4

- I know the difference between risk, danger and hazard;
- I can describe what risk means to me;
- I can take responsibility for my own behaviour and safety and realise that actions have consequences;
- I can recognise, predict and assess risk, relating to myself and others and know how to get help (includes risks in the home, road, farm, water, electricity and personal safety);
- I have some strategies to cope with peer influence and peer pressure;
- I know that not everything on the internet is true and know what to do if I access something inappropriate;
- I can use a range of online communication tools safely to exchange information and collaborate with others within and beyond my school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones;
- I understand the need to keep some information private in order to protect myself when communicating online and I implement strategies to do this;
- I recognise how online communications may be used for manipulation or persuasion and I have ways of managing this.

Year 5

- I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety and in the local environment(rail, farm, water and fire);
- I know which commonly available substances (alcohol, tobacco, medicines) and drugs are legal and illegal, and their effects and risks;

- I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know and the media;
- I recognise that not all information on the internet is accurate or unbiased (advertising) and develop strategies for identifying the origin of a website;
- I can use online tools safely to exchange information and collaborate with others within and beyond school;
- I understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend;
- I understand the potential risks of providing personal information in an increasing range on online technologies both within and outside school;
- I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others;
- I understand that the person that I think I am communicating with on-line may not be who they say they are;
- I know how to present myself safely online eg social media sites, online gaming;
- I understand the risks of sending images of myself online and how to respond if someone asks me to send an image of my naked body.

Year 6

- I can take responsibility for my own safety and know about health and safety, basic emergency first aid procedures and where to get help;
- I recognise the responsibility I have due to increased independence and can keep myself and others safe;
- I can respond to challenges including recognising, managing and assessing risks in different situations and can manage them responsibly;
- I know how to make informed decisions relating to medicines, alcohol, tobacco, drugs and other substances including what is meant by the term, 'habit' and why habits can be hard to change;
- I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know and the media;

- I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school;
- I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself online;
- I understand that the person that I think I am communicating with on-line may not be who they say they are and may ask me to do inappropriate activities;
- I understand the need to use respectful language and know the legal consequences for sending offensive online - communications;
- I understand how the media (advertising and internet) may influence my opinions and choices;
- I am aware of the consequences of sending naked images of myself online and I am able to resist any pressure to do this.