

# Hartsbourne Herald

## Emerald and Diamond



Hartsbourne Primary School  
Hartsbourne Road  
Bushey Heath WD23 1SJ



Edition 27 Spring Term  
3rd April 2020

Our learning gem this week is **Emerald Co-operate with different partners on a 1:1 basis and show good listening and talking skills.** **Diamond** Being independent and responsible by solving own problems, using different learning strategies and building on previous knowledge. Can identify next steps in learning.

### WOW MOMENTS!

The Segal family sent in their art class of spring flowers.

Olly P. sent in a great book about football, it's a great read Olly, well done, it's attached with this Newsletter.

### Spring Poem from Brodie in Year 1:

I can see a fuzzy bee.  
I can hear the birds tweeting.  
I can feel the cool raindrops.  
I can smell the colourful blossom.  
I can taste my chocolate egg.



Isla and Belle's skittles experiment!  
I wonder if they also made them disappear?! :) )

Tobey and Lily have also sent in great work, although the photos are a little small, so I have not added them here.

The Red Cross suggest keeping a kindness calendar where you can record acts of kindness: some suggestions are: check on your neighbours with a note through the door, call a relative, draw a rainbow and put it in your window (rainbow spotting on walks is popular), each day say three things you are grateful for, help at mealtimes, etc. Try out our age-appropriate chores on Page 3 too. Send in the random acts of kindness you have RECEIVED and I will put them in the Newsletter.

We're sorry to say that we are not renewing our Athletics contract as there was a large increase in costs and we will look around for a better value company ready for September.

Our You Tube channel went live on Friday morning, (thank you Mrs Durrant-Patel) search for Hartsbourne Reads, and don't forget to like and subscribe and look out for Mrs Hudson batting a bee!

*Keep safe and well, have a good break and we will be in touch; best wishes from Valerie Hudson (Head Teacher) and all the staff at Hartsbourne.*

# Diary Dates

* = Parents Invited	
School starts at 8.45am	21.4.20
Y5/Y6 K'Nex Challenge in school	22.4.20
Public Holiday for VE Day (moved from the Monday by Government)	8.5.20
First round of Reception allocations	11-15.5.20
Y6 SATs Week	11.5.20
2nd round of Reception allocations	15-19.6.20
Y4 Class assembly * 2.30pm	15.5.20
Y6 PGL assembly * 2.30pm	22.5.20
HALF TERM	25.5.20
Y3 Class assembly *	5.6.20
Y5 Class assembly*	12.6.20
Y2 Class assembly *	19.6.20
Sports Week	22.6.20
Sports Activity morning*	23.6.20
FoH Bring a Bottle for the Fair	26.6.20
Reception to Willows Farm	30.6.20
New Reception pupils visit class	1.7.20
Y1 Class assembly *	3.7.20
Reception Class assembly *	10.7.20
Crazy Hair Day £1	17.7.20
Year 6 Leavers' Show*	20.7.20

# Friends of Hartsbourne

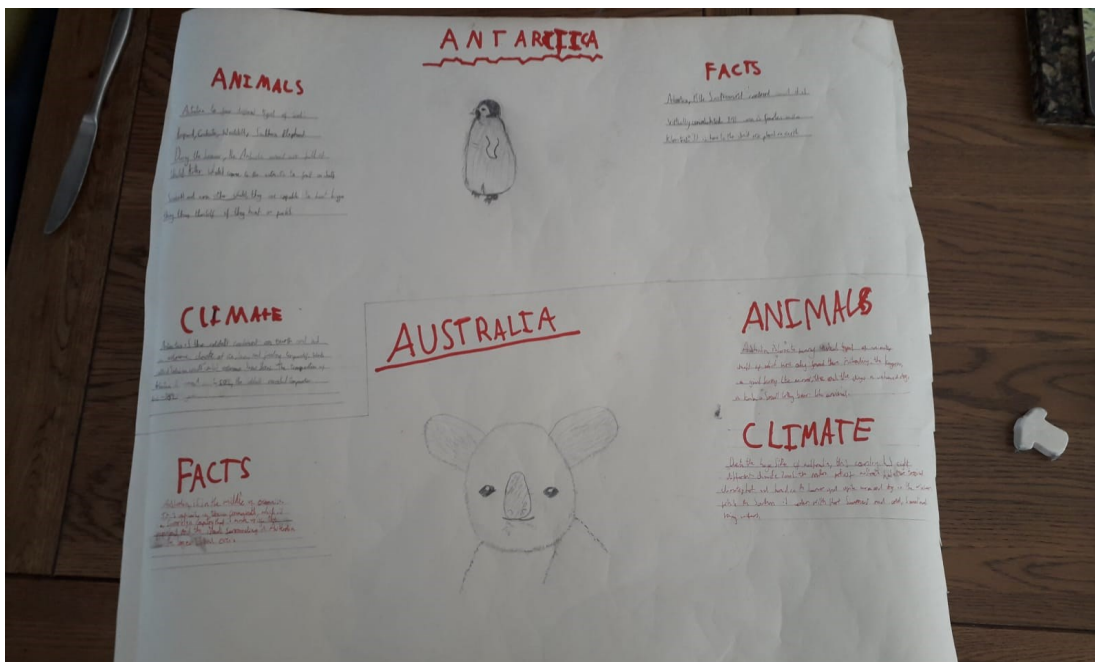
What	Where	When
Sponsored event	Hall	1.5.20
Movie Night (Y2-Y6)	Classrooms	20.5.20
Bring a bottle	School	26.6.20
Summer Fair	School	27.6.20
Family picnic and football event	Field and Duck	12.7.20
Crazy Hair	School	17.7.20

## HART RULES:

- H elp and encourage others.
- A ct responsibly and safely.
- R espect everyone.
- T ry our best and always work hard.


**CLASS CODE: ready, respectful, safe**

Don't forget your Child's work is on our website under the 'teacher blog' button.



Reuben and Jonah are working on a joint project; it's great to see you working together boys!






# BOOK REVIEW

By Alec Cohen!!!

Book Title  
*Beast of Buckingham Palace*

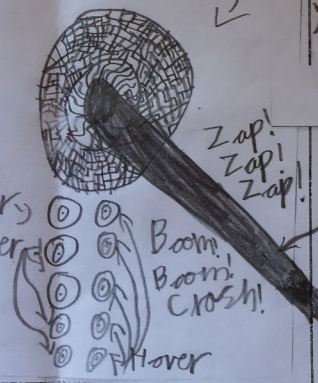


What was the book about (storyline)?

A boy who's the prince of England and had to defeat the evil monster The Griggin, whilst getting out of the tower of London.

Draw or describe your favourite part of the book

THE-ALL-SEEING-EYE



Did you enjoy the book? **Yes**

Why? Because it was fun, exciting, tragic and it was a joy to read!

Who were the characters in the book?

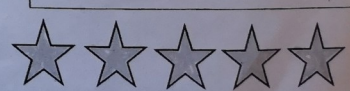
Prince Alfred, the King, the queen, a robot, The lord protector & Nanny.

Would you recommend it?

**Yes, Yes and Yes!**

How many stars would you give the book?

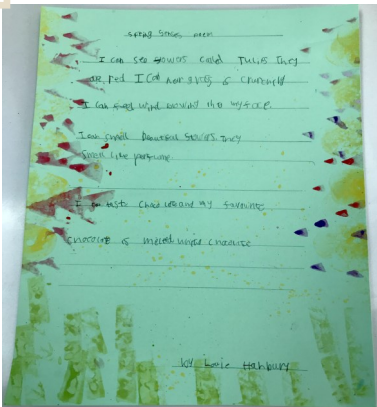
5 Stars!



What were three things you didn't like/ would change about the book?

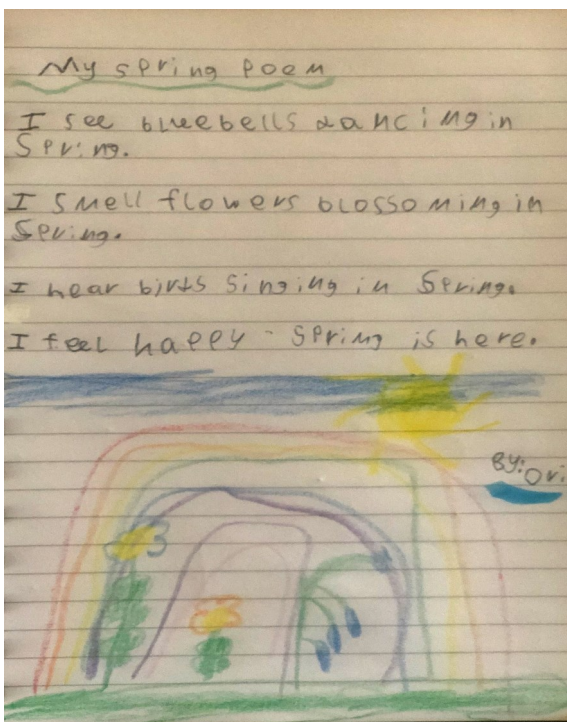
1. That Alfred would defeat the Griggin!
2. That nearly everyone Alfred knows dies!
3. That the queen goes blind!

Alec (Y3) sent in this great book review; it made me want to read the *Beast of Buckingham Palace*!



### Spring Poem from Louie in Year 1 (with potato prints)

I can see flowers, cold tulips.  
They are red.  
I can hear grass crunching.  
I can feel the wind blowing in my face.  
I can smell beautiful flowers. They smell like perfume.  
I can taste chocolate; my favourite is melted white chocolate.



Spring Poem by Ori  
Year 1



Khaden and Nataliya with a volcano experiment! With excellent attention to safety.

# Age-Appropriate Chores

Check out our guide to help you decide who can do what and when!

## **Toddlers to age Five**

Children this age love 'helping' but it can take a while so try to take a step back and not hurry them. They're learning about responsibility and will feel proud of themselves once they get it right:

**Making beds:** Get your toddler to help pull up the covers; your pre-schooler can probably make her bed by herself and arrange some stuffed toys.

**Picking up toys:** It helps if they have baskets or boxes (picture labels) to throw them into.

**Dusting:** As a precaution, keep the furniture polish out of the equation if your children are helping. They can dust well with old socks on their hands! A damp sock works for wet dusting window sills etc.

**Sorting laundry:** Get your child their own laundry bag/basket and train them to put their dirty clothes in there at bedtime. They can also take clean laundry to an appropriate room and designated place.

**Matching socks** — also a good skill for teaching concepts of "same" and "different".

**Clear/set the table:** Bringing safe, unbreakable dishes in from table, putting safe, unbreakable items on table (napkins, cups, cutlery).

**Putting away the shopping:** Taking small, safe items to the appropriate place.

**Gardening:** Water plants, weed plants (with guidance), sweeping leaves, washing plastic pots, digging.

**Cooking:** Assist with measuring, stirring, mixing.

## **5 - 8 year olds**

**Folding clothes:** teach them how to do it, and don't expect perfection. Putting clothes away.

**Sweeping the floor:** consider getting a short broom if the regular one is awkward.

**Tidying:** Emptying small wastebaskets into a rubbish bag, straightening books on bookshelf, putting away CDs, putting away shoes and bags, hanging up coats, plumping cushions, folding rugs.

**Self help:** Getting dressed, putting items in school bag, clearing out rubbish from car.

**Cooking:** Helping prepare simple food: sandwiches, simple side items, arranging items on a plate, making cupcakes, non-cook treats, icing biscuits.

## **Ages 8—12**

Although enthusiasm for chores may diminish, they have other redeeming qualities that work well. What most school aged children have in abundance is an overwhelming desire to be independent. Parents can guide children to become self-sufficient by using chore charts to keep track of their responsibilities and reward with pocket money or playing games together. Be sure to keep track of completed responsibilities because this will help motivate children to continue working.

**Take care of pets:** brushing, putting out food, fresh water, cleaning cages (with help).

**Cleaning:** In addition to the above, vacuum the floor, spot mop, wipe up spills, wet dust.

**Wash the car:** adults should mix detergent, children could wear rubber gloves, give help as needed.

**Housework:** Vacuuming or sweeping any hard floors, older children can mop, but supervise any younger siblings who could slip on a wet floor.

**Preparing snacks:** such as a drink of milk, fruit bar, cereal bar, fruit, crisps, etc.

**Helping siblings:** Reading to younger siblings, helping with their homework, craft activities, or getting them dressed.

Children mature at their own pace and not all children will be capable of advanced chores at the same age, just as some children may be ready for more difficult chores at a younger age. The most important guidelines are supervision and evaluation of your child's needs and abilities.

Be sure to advance your child through more challenging chores as they master the basic ones. It can be easy to let a child keep performing the same chores because they are good at them, but introducing new chores at regular intervals will actually benefit them in the long run. Be sure to institute a "training period" with new chores where you are teaching them the ins and outs of how to clean something properly. Starting with their own bedroom and/or property helps instill responsibility and independence.



# Learning to Learn

## Strategies for Memory Games For Children and Adults

1. Ask the child to repeat requests, but give a framework. For instance, say "I want you to listen for 2 important things, and then I'm going to ask you to tell me what those things are." This encourages good listening skills and ensures that the child understands and remembers what has been said.
2. As you string a necklace, verbalize the pattern ("a yellow bead, a red bead, a yellow bead, a red bead"). Have the child copy this pattern in her own necklace. Before beginning this activity, make sure that the child has mastered the small motor skills required in bead stringing.
3. Have the child describe an object, picture, or person in the room. At a later stage have the child describe objects or people not present, others have to guess what/who is being described.
4. Give older children practice in memorization of facts such as multiplication tables or names of the countries and capital cities, flags, the wives of Henry VIII, the list is endless.
5. Take a pack of cards and choose 10. Lay out 4 and ask the child to memorise the order. Shuffle all the cards and ask the child to lay out the correct 4 in the right order.
6. Read a series of words and have the child repeat the words but in alphabetical order.
7. Make a picture of a farm with many animals. Show the picture to the child for 15 seconds and then remove it from view. Have the child recall as many of the animals as possible. Begin with five or six animals and gradually increase the number. Vary the exercise by showing pictures of zoo animals, fruit, vegetables,
8. Show the child a chart containing pictures of four or five related articles such as clothing for 5 seconds. Then remove the chart and have the child name what was on it. Increase the number of items as required.
9. Have the child tell you what s/he did that morning to get ready, in the correct order.
10. Simulate a restaurant setting with some children being the restaurant customers, one the waiter or waitress, and one the cook. Have the customers place their orders (limit to 2-3 items at first), and have the waiter repeat the order to the cook. The cook restates the order as he gives the food to the waiter. The waiter repeats the order as he serves the food.
11. Have a child describe how to perform a task, such as sharpen a pencil without using any critical words which would "give away" the activity. Have the other children guess the action from the description.
12. Teach new songs and poems to the child. These can often be worked around various holiday themes. For example, the song, The Twelve Days of Christmas, requires not only memorization, but sequencing as well.
13. Line up cans or blocks to form a staircase. Tell the child to look at the staircase and then close his eyes. Remove one item and close the gap. Have the child open his eyes. Ask the child to find the missing step. Ask if the child can make a space for it and insert it into its proper place.
14. Have the child recall the sequence of events of the previous day in the correct order.
15. Play successive information games eg, "I am going to the zoo, and I will see a lion." The next child repeats what was said, and adds another item, such as, "I am going to the zoo and I will see a lion and a panda.
16. Play Simon Says; this is a good game to improve motor planning skills and visual memory.

## HARTSBOURNE PRIMARY SCHOOL

### LEARNING TO LEARN GEMS



#### *Pearl*

Can maintain good focus, stay on-task, ignore distractions, good listening skills for peers and adults.

#### *Topaz*

**Brave enough to have-a-go, willing to take a chance on being wrong, kind and supportive if others are wrong.**

#### *Amethyst*

Comfortable with mistakes; can learn from them and bounce back. Can keep calm even when upset.

#### *Ruby*

**Can support others with friendliness, smiling and good listening, give praise appropriately and help others with a problem.**

#### *Sapphire*

Can collaborate with others in group work, take turns, share ideas.

Listen to the ideas of others and accepts challenges/changes.

#### *Emerald*

**Co-operate with different partners on a 1:1 basis and show good listening and talking skills. Take turns and co-operate to develop learning and ideas.**

#### *Diamond*

Being independent and responsible by solving own problems, using different learning strategies and building on previous knowledge. Can identify next steps in learning.

## BEFORE SCHOOL

Please can I remind you that children should wait quietly with their adult before school and not run around in the playgrounds, on banks, in the astro turf or using the play equipment. The morning playground is too busy with others for children to be able to play safely at this time. It is so much better if they enter the classroom calm and ready to learn.

Year 3 parents should wait at the bottom of the steps (on the KS2 playground) and Year 4 should wait near the emergency gates. This helps to keep the paths free for parents with prams and pushchairs.

**PLEASE TELEPHONE ALL ABSENCE BEFORE 8.30AM, USING THE ANSWERING MACHINE ABSENCE LINE.**

[www.hartsbourne.org.uk](http://www.hartsbourne.org.uk). E-mail: [parents@hartsbourne.org.uk](mailto:parents@hartsbourne.org.uk).

Telephone: 0208 075 9857

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