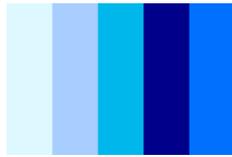


Hartsbourne Herald

Sapphire



Hartsbourne Primary School
Hartsbourne Road
Bushey Heath WD23 1SJ



Edition 26 Spring Term
27th March 2020

Our learning gem this week is **Sapphire Can collaborate with others in group work, take turns, share ideas. Listen to the ideas of others and accepts challenges/ changes.**

WOW MOMENTS (Accepting a challenge)!

Edie in Year 2 wrote a poem:

E is for Envinible*; I'm not scared to walk in the dark.

D is for doodler, I will doodle at any chance.

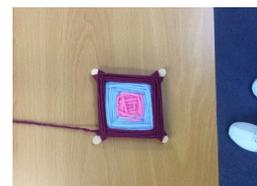
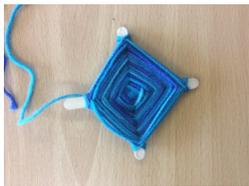
I is for ice-cream; I love it!

E is for everyone; I'll let anyone play with me.

*Invincible

Rafi in Year 2 received his 50m and 100m swimming certificate last week—WOW!

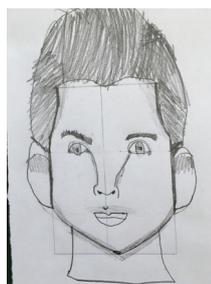
RESILIENCE: Gaby (Y6) is keeping cheerful at home!



Mexican 'God's Eye' weavings: RE and art class!

Samuel made a volcano!

Adam joined an online art class...impressive!



Yashil's diary is on Page 2.

See page 3 for a list of memory games you can play at home; everyone will benefit! More next week.

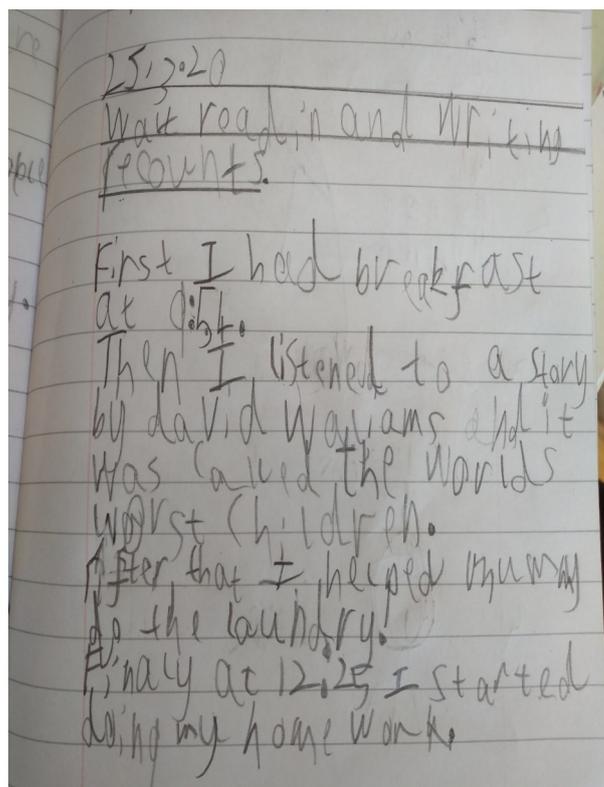
Keep safe and well, we will be in touch, with best wishes from Valerie Hudson (Head Teacher) and all the staff at Hartsbourne.

Diary Dates

Friends of Hartsbourne

* = Parents Invited	
School Closes at 2.00PM FRI	3.4.20
INSET for staff	20.4.20
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

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



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

Yashil is keeping a diary... good use of time-connectives Yashil.

HART RULES:

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

Please talk to your child about these four rules and what they mean for us all. They are designed to ensure we are all safe and able to build good memories of school.

CLASS CODE: ready, respectful, safe

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. E-mail: parents@hartsbourne.org.uk.

Telephone: 0208 075 9857

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