

5 March 2021

# Pyrford C of E Primary School Weekly Newsletter

## Golden Book Highlights

  
THE NEWARK TRUST



Polly



Beth Fox

### Interesting facts I have learned about Europe.

That it is the 2nd smallest continent

Vatican City is the smallest nation in Europe

There are 47 countries in Europe



I have a big  
world map  
on my wall

Adam



Mia



Joshua Westcott

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### Home Learning This Week

9,134 posts on Seesaw

7,921 pieces of work commented on

### Breakfast Club & Treetops

Please don't forget to book your sessions at Breakfast Club & Treetops for next week. Monday's Breakfast Club needs to be booked by midnight tonight.

## Headteacher's Letter

Good morning, hopefully like us, you are gearing up for the full return to school on Monday. I know, both the children who have been in school and those at home, are all looking forward to seeing each other again. A year ago, I certainly wouldn't have expected to be writing this letter to you all. We are genuinely looking forward to seeing our school community together again in person. I have been astounded at how well children and adults have coped during this recent lockdown period. It has certainly been a challenge but together we have got through this time and we can look towards the future.

It is a hive of activity here, getting ready to welcome back all of our children into school on Monday. It feels such a long time since we have seen you all, so we are ready to welcome you with open arms. As per my previous communication, there are very few operational changes. Below is a reminder of the start and finish times. Please help us out by being prompt at drop-off and collection times. As adults, you are required to ensure that you socially distance whilst waiting to drop and collect children and the DfE has asked us

Year Group	School start time	Drop off procedure	Pick Up time
<u>Nursery</u>	Usual contracted start times	At Squirrels door	3.20pm
YR	8.35am	At main gates near to Hazel class	3.05pm
Y1 & Y2	8.30am	Gates will open at 8.25am for free flow straight into class	3.00pm
Y3 & Y4	8.40am	Pupils can enter site at 8.35am to line up	3.10pm
Y5 & Y6	8.45am	Pupils can enter site at 8.40am	3.15pm

to remind parents not to congregate outside the school gates.

Can I encourage you to use both Peatmore Avenue and Coldharbour Road entrances to help through flow of children and adults.

Please remember to book school meals online before children return on Monday as well as any spaces required at Breakfast Club and Treetops. All loaned IT devices should be returned to the school office FAO Mrs Little by Friday 12<sup>th</sup> March.

Next week in school, we will be focussing on building up social interaction for all children. We have planned a series of activities and lessons which will get the children quickly back into routine and build up learning stamina. Many activities will take place outdoors where possible, so please do make sure your child is dressed appropriately for the weather.

As always, if you have questions or have had significant events take place during lockdown which we aren't already aware of and which might impact your child, please drop us a line. We appreciate that there may be some anxiety for children and parents and we want to do our best to support you.

**Asymptomatic testing for all households with children of school age to get 2 rapid COVID-19 tests per person per week**

NHS Test and Trace announced earlier this week, that all adults in households

with school and college age children without symptoms can now access regular rapid coronavirus (COVID-19) testing.

Test kits can either be collected or ordered online, as set out on the next page. Schools are not able to give test kits to parents or carers. Secondary school and college students will continue to access testing through their school or college.

Undertaking regular, rapid coronavirus (COVID-19) testing helps reduce transmission of the virus. Parents and other adults in households with children at school or college, who do not have symptoms, can now access regular, rapid coronavirus (COVID-19) testing. This includes childcare and support bubbles.

Tests are fast, easy and completely free. There are different ways for a household, childcare or support bubble to collect their test to take at home, twice-weekly:

- through your employer if they offer testing to employees
- by collecting a home test kit from a local test site - anyone aged 18 or over can collect 2 packs of 7 tests
- by ordering a home test kit online - please do not order online if you can access testing through other routes, this frees up home delivery for those who need it most

Currently our nearest collection point to the school is Sheerwater Nursery Car Park, Blackmore Crescent, Woking, GU21 5NZ. Tests can be collected 1:30pm - 7pm daily

If you have any queries about the tests, please call 119 (free from mobiles and landlines). Lines are open every day from 7am to 11pm.

**Children of primary school age (and below) without symptoms are not being asked to take a test.**

Testing is voluntary, but strongly recommended to all who are eligible. Alongside the vaccine, washing hands, wearing face coverings, and maintaining social distancing, rapid testing plays a vital role in reducing transmission rates. Getting into the habit of regular testing as part of our everyday lives will help us all to play our part and do what we can to protect each other.

Wishing you a pleasant weekend.

Kathryn Krynicki  
Headteacher

## DIARY DATES

**Mon 8 Mar:** All children return to school

**Thu 1 Apr:** Last day of term

**2 - 18 Apr:** Easter Holiday

**Tue 11 May:** Y5 Vikings Day

**29 May - 6 Jun:** HALF TERM

**Mon 7 Jun:** INSET Day

**Mon 14 & Tue 15 Jun:** YN - Y2 Perform Drama Workshops

**Wed 21 Jul:** Last day of term

## ANNUAL GENERAL MEETING



Friends of Pyrford  
Primary School

This is being held on **Tuesday 9th March at 7:30pm**  
**on Zoom**

**All are welcome to join**

[https://us02web.zoom.us/j/89962942077?](https://us02web.zoom.us/j/89962942077?pwd=c2hGb3Y0ODdvQVY5YUV0UFZsMWtXdz09)  
[pwd=c2hGb3Y0ODdvQVY5YUV0UFZsMWtXdz09](https://us02web.zoom.us/j/89962942077?pwd=c2hGb3Y0ODdvQVY5YUV0UFZsMWtXdz09)



4 March 2021

Dear Parent or Carer,

The announcement of the return to classroom learning in schools and colleges for more children and young people from 8 March is very welcome. Schools and colleges worked incredibly hard to set up remote learning at short notice in January, and we thank you and your child for responding with understanding and patience. If your child has been learning remotely, thank you for all the support you have been able to give, often in difficult and challenging circumstances. We fully appreciate the perseverance and commitment you have given, alongside any caring and work responsibilities.

If you have been unable to provide a great deal of support, that's okay. Schools and colleges are fully aware of the challenges many families have faced during this period.

However advanced remote learning from schools and colleges has been, it cannot fully replace the full experience and richness of face-to-face learning. Being in school or college gives children and young people the chance to develop, learn more quickly and socialise.

### **Who Can Return**

A small number of children and young people may be unable to attend school or college in line with public health advice to self-isolate. You should not send your child to school or college if they:

- have [symptoms](#) of coronavirus (COVID-19) or live in a household with someone who has symptoms
- have tested positive themselves, even if they do not have symptoms
- live in a household with someone who has tested positive, even if that person does not have symptoms
- are a close contact of someone who has coronavirus (COVID-19)
- are required to self-isolate for travel-related reasons

Government guidance now indicates that many children identified at the start of the pandemic as clinically extremely vulnerable, are not at increased risk of serious outcomes from coronavirus (COVID-19). Children are gradually being removed from the shielding patient list as appropriate, following review with a clinician. If your child is confirmed as clinically extremely vulnerable, they are advised not to attend school or college until further notice.

Find out more at [What parents need to know about early years providers, schools and colleges during COVID-19 - GOV.UK](#)

### **Return Dates and Times**

Check your school or college website or correspondence for any staggered return dates for your child. These may be used in secondary schools and colleges to allow for the introduction of new infection control measures, including logistical arrangements for testing. Check for any amendments to start and finish times for your child. Times may vary from those last year and may also apply to children and young people who have been learning in school or college to date.

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surreycc.gov.uk



## Returning to the Classroom Safely & Symptom-Free Testing

Coronavirus infection rates in Surrey have fallen significantly in recent weeks, but the risk of infection in our community and pressure on our NHS remains high. The health risks of coronavirus to the vast majority of children and young people remain low. Measures including one-way systems, bubbles, sanitation and ventilation will continue to be in place in schools and colleges. All pupils and students in Year 7 and above should wear a face covering in school or college during the period from 8 March, unless they have an exemption.

If your child is at secondary school or college, they will be offered rapid symptom-free tests for coronavirus through their school or college. Regular rapid testing means people who have COVID-19 but no symptoms may be identified and required to self-isolate.

The government has announced that if you're a member of a household, childcare bubble or support bubble of a school pupil, college student or of a staff member, you can get twice-weekly symptom-free tests. You can use any testing offered by your employer, **book** an appointment online at a [symptom-free](#) testing site, **collect** a home-testing kit from a [designated](#) collection point, or if unable to travel to a site, **order** a kit online. Find out more at [surreycc.gov.uk/symptomfreecovidtesting](https://surreycc.gov.uk/symptomfreecovidtesting).

Rapid symptom-free testing cannot and does not replace all other measures that you, your child and your school or college must follow to help restrict the spread of the disease. Continue to follow the national guidance at [gov.uk/coronavirus](https://gov.uk/coronavirus).

If your child or a household or bubble member develop COVID-19 symptoms, **do not** use school, college or household and bubble symptom-free testing. Book a free test at [gov.uk/get-coronavirus-test](https://gov.uk/get-coronavirus-test) or call 119.

## Staying Safe Outside Class

Your child must follow the government guidance in force when outside of school or college. The changes around the gradual easing of lockdown apply equally to young people, even if they are part of a *bubble* when inside the controlled education environment. Maintain a social distance from other families. Consider dropping your child away from the school gate if safe to do so. Remember “*Hands – Face – Space*”. Help to keep your household, community and the NHS safe.

## Adjusting to School and College again

You or your child may be worried about returning to class, the progress they will make this year or any assessment of it. Your school or college will communicate regularly with you about this. If you or your child feel anxious, that can be expected but, it is important to take action early. There are lots of tips on ways to cope along with sources of help available at [Healthy Surrey](#). Children and young people in Surrey can also chat confidentially and anonymously to other young people and mental wellbeing professionals online at [Kooth](#).

How ever challenging these times may be, we will continue to support you and make sure that your child can progress towards a successful and enjoyable future.



**Julie Iles OBE**  
Cabinet Member for All-Age Learning  
Surrey County Councillor



**Liz Mills**  
Director of Education,  
Lifelong Learning and Culture  
Surrey County Council

# GOLDEN BOOK

## CONGRATULATIONS TO OUR GOLDEN BOOK WINNERS THIS WEEK

### N SQUIRRELS

Polly Wilkins for great effort in her home learning. She is always so busy and always has a smile! Our story this week was “The Very Hungry Caterpillar” and Polly drew and collaged a butterfly all by herself. She was really proud of herself and rightly so! Well done Polly!

### R BEECH

Mustafa Mughal for completing this week’s EYFS Reading Challenge with such enthusiasm. Mustafa read a bedtime story each night, played lots of phonics games, read magazines, listened to an audio book and learned an Islamic version of Twinkle, Twinkle Little Star as his Nursery Rhyme challenge! Well done Mustafa!

### R HAZEL

Darcey Smethers for building her own puppet theatre and making puppets this week. She made up a lovely story where her characters were being really kind to each other and then they worked together to defeat the ‘baddy’. I’m so impressed with Darcey’s creativity and her confidence. Well done Darcey!

### 1 CHESTNUT

Mia Marais for working really hard at home and producing lots of lovely work. She acted out and retold part of the ‘Last Wolf’ with great expression and enthusiasm. She also worked hard to bake cookies for ‘Grandma’. Well done Mia.

### 1 OAK

JJ Gray for working so hard on all his home learning and for always completing all the activities. In all of his videos and photos he uploads, he always has a big smile on his face. Here is his brilliant design for a bag for Red Riding Hood.

### 1 PINE

Beth Fox for fantastic measuring work. Beth worked really hard to measure accurately using a ruler. Well done Beth!

### 2 CEDAR

Zack Brewster for working so hard on Seesaw every single week. He chose his adjectives really carefully in his brilliant 2A (two adjectives) sentence he wrote based on “The Lighthouse Keeper’s Lunch”.

### 2 HAWTHORN

Thea Pitts for producing wonderful work on Seesaw throughout the whole of lockdown. She has brilliant creative skills, and made this fantastic lighthouse as part of our learning related to our story “The Lighthouse Keeper’s Lunch”.

### 3 ELM

Max Brownlie for working incredibly hard at home. He completes all of his Seesaw activities and thinks of creative ways to show his work. We particularly liked his Seawig design last week. Well done Max!

### 3 MAPLE

Joshua Westcott. He has really been enjoying working on our new story ‘Oliver and the Seawigs’ at home. He has designed a brilliant Seawig and has been able to identify the items that his Seawig has collected very well! Since working at home, Joshua has put 100% effort into all of his activities. He has really impressed me with his positive attitude towards his learning and his determination to always try his best.

### 4 ALDER

Chloe Smith for presenting her English work in a really creative way and thinking really carefully about what each character would say and feel. Chloe has worked hard every single day on Seesaw and always tries her best. Well done Chloe - I’m really proud of you!

### 4 LARCH

Otto Clare-Campbell for a very well written diary entry in the role of Varjak Paw. Throughout lockdown, Otto has worked incredibly hard every day. He has been enthusiastic and happy. He always responds to comments made about his work and is very appreciative of any feedback. Well done Otto. You have really impressed us.

### 5 CHERRY

Leni Thongtan for working hard every single week and for completing a brilliant personal project all about photography.

### 5 WILLOW

Adam has continued to work hard through the seven long weeks of home learning. He has posted extra messages and photos to show what he’s been getting up to with his family at home. Even when things were tricky, he didn’t give up and he tried hard in all the subject areas. Adam we are all very proud of you in Year 5. Well done!

### 6 HOLLY

Emily Attfield. Your English work has been fabulous this week. You have laid out your notes very clearly, thought carefully about your vocabulary choices and produced detailed planning for your writing. I am really looking forward to reading your Golden Compass narrative this week. Well done Emily! You have been a star.

### 6 LAUREL

Hassan Mughal for working really hard in his home learning lessons again this week, particularly on his presentation. He takes pride in his work and tried hard to check his work for errors and spelling mistakes before submitting it. Well done Hassan - keep up the good work!

### 6 SYCAMORE

Tegan Reed for working so hard all through lockdown and has produced some wonderful written, art and practical work. It has been an absolute pleasure to see what she has been doing at home. Well done Tegan!





Mustafa



Darcey



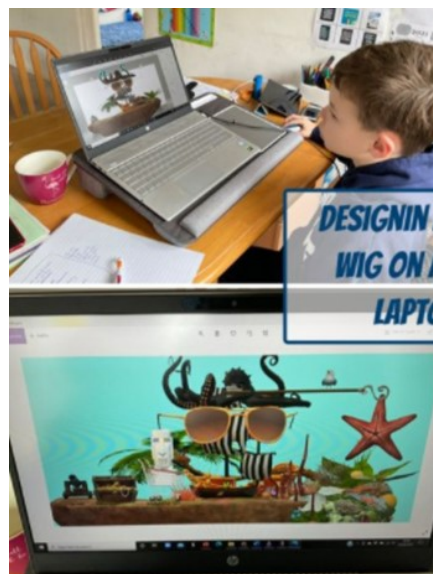
JJ Gray



Thea Pitts

The big, greedy  
Seagull ate his lunch  
The burning, hot  
Sun was shining  
They snatch it  
off the wire with  
their razor sharp  
claws.  
The large, angry  
Shoal, Ladde  
shouted.  
The sea is blue  
and cold.

Zack Brewster



Max





Chloe Smith

Otto Clare-Campbell

Today has been a scary and unusual day.  
 It started at a boring, dull place that my family call home.  
 At the start of the day, I was trying to go outside, when my family and Elder paw where having breakfast.  
 But of course, my Father caught me then shouted at me saying "No food today!"  
 So, I went on the stairs and just sat and sat for an hour or two.  
 Suddenly the door opened, and I was Frozen in fear.  
 Before I could say boo many men came in and started going upstairs (where we are NOT allowed to go).  
 Two scary, black cats followed them up the creaky stairs.  
 So like any normal cat would do I ran to my family and we came back but the terrifying men were gone ....  
 Except one...

Bye diary  
 Varjak Paw.

24/02/2021  
 Wednesday the 24 of February 2021

Leni Thongtan

### A few facts about taking wildlife photos

- Don't use the flash because it will most likely to scare away small animals and sometimes bigger animals.
- Be prepared for anything that's going to happen like rain, lightning, thunder storm anything.
- Learn about the animals you are going to take pictures of some of them may even only come out at night like owls or some may only come out at day.
- If you can't go anywhere then see what animals come up and down our neighbourhood.
- Don't be afraid to take pictures at moments like when an animal gets killed by another animal.

Wednesday 24<sup>th</sup> February 2021

rebellious - naughty or disobedient  
 turbulent - violent and unstable  
 unruly - wild, rowdy or rebellious

Rebellious Lyra, who was shadowed by loyal Pan, stormed down the cobbled alley.

#### Locations

- 1 - Fields
- 2 - streets of Oxford
- 3 - outside college gates - Jordan
- 4 - under the stone archway
- 5 - courtyard of college.

#### IMAGE 1

Location - Fields outside Oxford  
 Action - running  
 Feeling - elated - carefree

#### IMAGE 2

Location - streets of Oxford  
 Action - chasing each other  
 Feeling - untroubled - playful

#### IMAGE 3

Location - outside college gates  
 Action - guarding the gates  
 Feeling - determined, positive

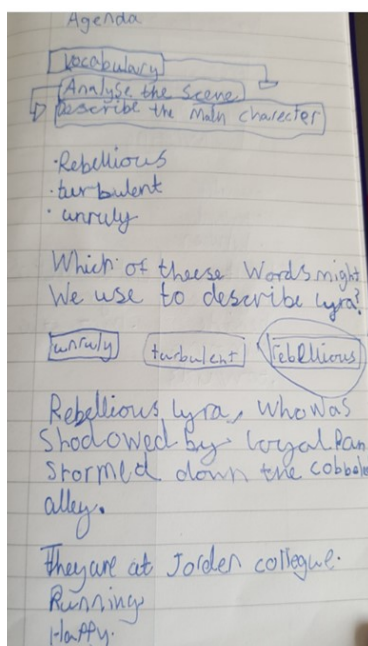
#### IMAGE 4

Location - under stone archway  
 Action - making a deal  
 Feeling - certain, scared

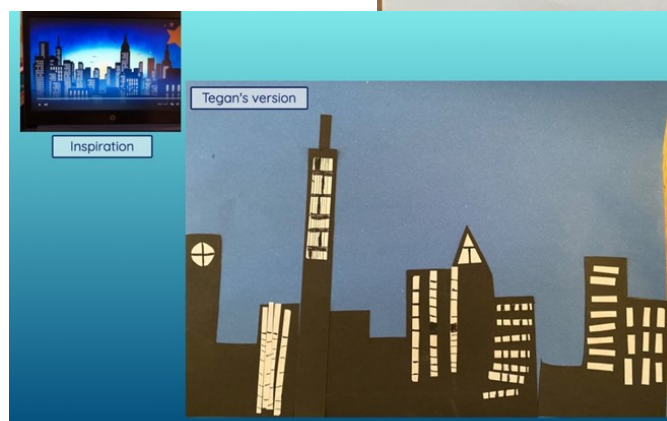
#### IMAGE 5

Location - courtyard of college  
 Action - walking away  
 Feeling - smart, mischievous

Emily Attfield

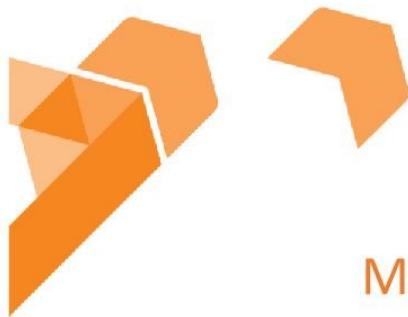


Hassan Mughal



Tegan Reed







## Managing Separation Anxiety

Everyone experiences anxiety sometimes, and it is completely normal. In the current circumstances it is understandable that you or your child might be worried about being apart when schools reopen. We've put together some strategies to cope with separation anxiety, and support with the transition back to school.



- 1. Face your fear.** Although avoiding a feared situation (such as going to school) brings short-term relief from anxiety, in the long term it will only increase the anxiety as we never learn whether our fears will come true or that we can cope if they do. It can be helpful to gradually build up to facing fears, one small step at a time. For example, in the lead up to school you could practice walking to the school gates, or go to a busy park to get used to being around people. If anxiety is extreme, it might be that you grade the return to school so that on day 1 the child only goes to the playground in the morning to see people and then goes home, on day 2 they stay for one lesson, day 3 they stay for a half day etc. Remember to praise every attempt at facing fears.
- 2. Create a visual timetable.** Children and young people could benefit from making a timetable so they know what to expect from the new school structure. Children with anxiety may be apprehensive about changing from one activity to the next, especially if they are unprepared for the change. The timetable can have pictures for each activity in the day e.g. a picture of a parent/carer collecting them from school at 3pm, as this will remind children they will go home at a certain time, and manage their expectations.
- 3. Make a goodbye ritual.** You could plan a goodbye ritual in advance such as a silly handshake or a hug and a positive mantra. When it comes to the moment, perform the goodbye ritual and then go.
- 4. Grounding techniques.** It is important to keep calm during separation even though it is very stressful, and model being calm for your child to contain their own emotions. You can use grounding techniques to help you stay calm, and practice them with your child when they are anxious. Try the 54321 technique; list 5 things that you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell, and 1 thing you can taste. Another technique is to pick a colour, and list 5 things around you that are that colour.
- 5. Familiar faces.** Children can benefit from having trusted, familiar school staff present when they arrive at school. If possible, help your child to identify two familiar school friends who will be there in the morning, at least until the anxiety is reduced. Can they travel to school together? Can they arrange a meeting place at the gates to enter together? Could you speak to a teacher to ask if they can sit near each other for the first few days?
- 6. Safe place.** Speak with school to identify a safe place where children can go to reduce anxiety during stressful periods. Some children benefit from taking some time to adjust by talking, which is another benefit of having a safe space before going to the classroom.

7. **Trusted adult.** Help your child to think of a teacher or staff member that they can go to during times of stress. They will speak to your child with empathy and will be understanding of their feelings. However, the adult should encourage the child to return to class once they are calm and review self-calming strategies that they can use when anxiety arises. Self-calming strategies may include deep breathing, counting, muscle relaxation, holding an object that provides comfort (e.g., picture of a parent or favourite item from home), drawing a picture, writing down feelings, or thinking of a funny time. Connect with school and the trusted adult about this plan.

8. **Transitional objects.** Your child could take a handkerchief with a parent's perfume or soothing smell such as lavender, or take an object from home (e.g. a pen, photo, toy, keyring) as a token to remind them that they are still connected to you even though you're apart.



9. **Positive affirmations.** Coping statements such as 'I love you', or 'Soon it'll be home time', or 'You're doing really well' can be helpful. Encourage your child to come up with some of their own, and write them down on cards they can keep with them at school. You could even slip some positive affirmations into their lunchbox or bookbag as well for extra reassurance.

10. **Contact.** At times of stress at school, a brief phone call—a minute or two—with a parent or carer may reduce separation anxiety.



11. **Practice positive reframing.** It is essential to help children and young people think positively about situations. For instance, remind them that they

will get to see friends in school or work on a project that they enjoy. Encourage your child to make a pro and con list about the return to school and help them notice the good points.

12. **Give positive feedback** when your child makes an effort to get through anxiety-provoking situations, like going to school, or uses strategies in order to cope with anxiety. You could create a visual reward system where your child gets recognised on a daily basis for making an effort and, at the end of the week, receives a bigger reward. You could also plan something nice as a reward to look forward to at the end of the first day back, such as a favourite meal or movie night.

13. **Problem solving.** Make a plan for new situations. This can alleviate the fear of uncertainty that may arise when children are separated from a caregiver. Firstly, identify the problem, e.g. 'I might not be able to find my friend at break time'. Come up with as many solutions as you can think of together, no matter how weird or wonderful. Then go through the pros and cons of each solution, and give them a mark out of 10. At the end you'll be left with a couple or one solution that your child can take forward should that situation arise.



14. **Stories.** Provide examples of coping role models by reading stories about children who are afraid and conquer their fears. Story books are a good medium to support children with a range of emotional difficulties. The following website has recommendations for books on anxiety [www.littleparachutes.com/category/feelings/anxiety](http://www.littleparachutes.com/category/feelings/anxiety). The Invisible String Book by Patrice Karst is a good book to support with separation anxiety.





## **GIRLS FOOTBALL**

### **Easter Half Term**

### **4 Day Holiday Camp**

**Week 1: Tuesday 06<sup>th</sup> April & Wednesday 07<sup>th</sup> April**  
&

**Week 2: Monday 12<sup>th</sup> April & Tuesday 13<sup>th</sup> April**

***Venue:- Abbey Rangers Football Club***

***Times:- 8.30am – 4pm***

***Cost:- £20.00 per day/£35.00 both days***

Designed for girls of all abilities aged between 6yrs to 12yrs!



- ☐ Playing in a fun, challenging & safe environment.
- ☐ Meeting new friends that have an interest in football.
- ☐ Develop technique, speed, tactics & improve skills & confidence.
- ☐ Professional FA qualified coaching
- ☐ 3G Pitch and use of clubhouse.

If you would like further information or would like to book a place for your daughter to attend please kindly contact **Tom** on **07825 089500** or email **tom@tasportscoaching.co.uk**



## **Beaver leader vacancy**

- Meet Wednesday evenings- 18.30 start, during term time
- Part of a team of adult volunteers providing #skillsforlife to 6 – 8-year-olds
- Training provided
- Great community participation
- Waiting list priority for your child/children

**Scouts**   
Beavers Pyrford Huron

Interested in the role? contact Ann-Marie Peasey: [pyrfordscoutswaitinglist@gmail.com](mailto:pyrfordscoutswaitinglist@gmail.com)