

GOSBERTON HOUSE ACADEMY NEWSLETTER

Spring Term 2018 - Edition 19

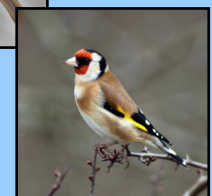
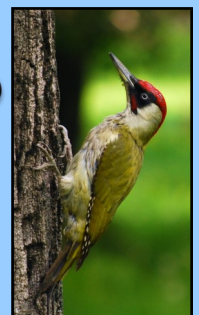
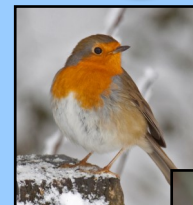


Working Together, Learning Together Outdoor Fun!



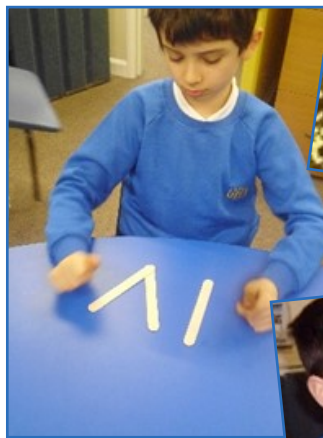
Big Bird Watch

Thank you to everyone who has helped us with our Big Bird Watch Challenge. We have really enjoyed finding out about different birds and how we can help them to thrive. We know that birds contribute to the diversity of plant life through pollination and seed dispersal; control insect outbreaks and create important nesting areas for other species; help rid the world of disease through scavenger "clean-up" services, like carrion crows and magpies. In our school grounds we are lucky enough to see sparrows, robins, crows, rooks, finches, tits, starlings and even (if we are very lucky) a woodpecker.



Rainbow Room

We are Warriors! This term in Rainbow Room we have been learning about life as a Roman. We have made our own helmets and shields in art and have transformed into a fierce Roman army. In Geography we have been locating the Roman Empire and finding differences between Italy and England. We have enjoyed using role play to find out about Emperors and slaves. We have made Roman roads and have a tasty Roman feast!





Sports Club



We have had a positive start to the new year with Sports Club, we have worked hard making our green choices and continued to work well as a new and growing team. This term we have been trying out some slightly different sports including curling, archery and rounders. We have also been testing out our golf skills using different set ups of equipment. The children have also been using their own Sportsmanship Chart to rate how well they have participated in each session by the use of smiley faces, this appears to be working well so far!

If you would like a place for your child for the next term then please ensure you return the form as soon as possible as we have only have 12 spaces available. We hope you have a nice relaxing half term.



Owls Class



Where does snow go?



Owls class welcomed their new teacher Mrs Phelps this term. We began the term with a topic all about winter and snow. Whilst we did not have the chance to experience real snow, we certainly made up for it with our fantastic sensory exploration. In Maths, we explored counting buttons onto snowmen and snowballs into cups. In Literacy, we made snowman name labels and explored sensory stories, such as 'Say hello to the snowy animals'. In Understanding the World, we enjoyed exploring how ice melts using hammers, warm water sprays and salt. In Cooking, we enjoyed making snowball dough-balls and glittery play dough.



Owls Class



How does that building stay up?



We have recently started our new topic exploring buildings and construction. In Maths, we have been learning about measurements and putting towers in size order. We measured ourselves

and looked at who is the tallest and shortest in the class. In Literacy, we have been enjoying listening to and acting out 'The Three Little Pigs'. Linked to this story, we have been constructing using foam bricks, cooking cheese 'straw' for the first little pig and making role play pig masks. We also loved our construction themed sensory exploration—using diggers in the wet Weetabix!



Ducks Class

In Ducks class we have been getting messy this term. In our 'Muck, Mess and Mixtures' topic we have explored different liquids and solids and have had fun finding out about what happens when they are mixed together.

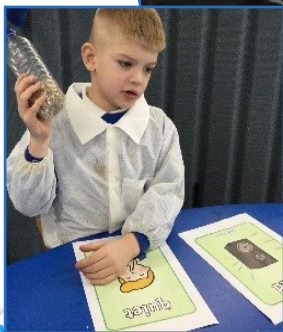
We have explored mixtures using all of our senses.

We have listened to mixtures of liquids and solids and investigated how we can make the sounds louder and quieter.

We have explored with paint by mixing colours to create other colours.

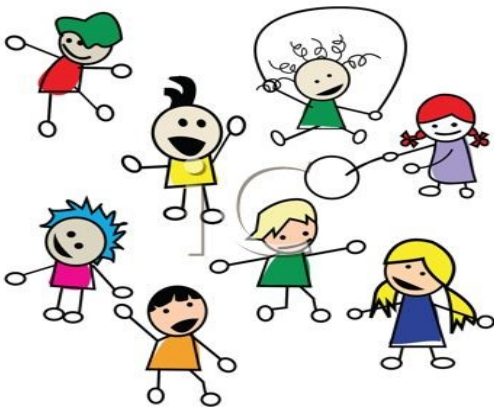
We have made and tasted glittery, fruity jelly mixtures and crispy, crackly rainbow cakes.

In 'Learning Outside the Classroom' we have been on a 'bear hunt' as part of working towards our Beaver's 'Adventure' badge and we have made bubbling brews using a variety of different mixtures.



Friends Club

This term at Friends Club we have enjoyed dressing up, sharing toys, playing board games and making some super playfoam creations together.



Hedgehog Class

Muck, Mess and Mixture

We have had so much fun exploring science experiments and getting Messy!

We have explored colour and colour mixing by looking at the artwork of Mondrian, Rothko, Klee, Pollock, Delauney and Kandinsky. Finding out about primary and secondary colours, shades and tints and exploring using these techniques.

We have explored science experiments such as dissolving, floating fruit, fizzy bubbles, melting, mixing liquids. During Beavers we have explored mixing sodium bicarbonate and vinegar to create different fizzy colours and volcanoes, and explored magnets.

During sensory sessions we have made slime, explored gloop and shaving foam. Touched different materials and discussed textures.

We have created art using bubble mix, fruit, ice paint and clay.

We have thought about healthy fruits and vegetables and used a map to think about where our fruit comes from. We have looked at dangerous liquids and explored where they need to be stored and why we must not touch them.

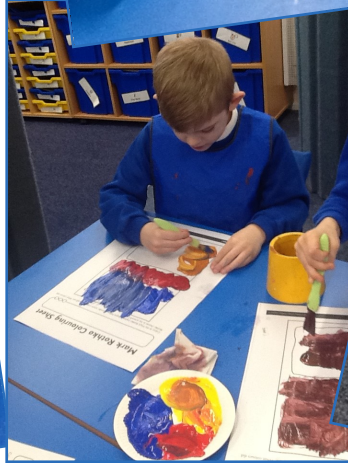
In RE we have looked at special books and the Bible and the Torah.

We have listened to Pompom's story and what it is like to be 'brave'. We have also explored 'friendship', what a friend is and the things we do together.

We have also been participating in LOTC activities linked to our theme and even gone to a special place to participate in 'Muddy, Messy Learning'.



Hedgehog Class



Key Stage One Presents Towers, Tunnels and Turrets

See the castle ahead? Get ready to invade its mighty walls! Shoot a projectile with an archer's aim!
Head across the drawbridge, over the moat
and up to the tower...

Meet Rapunzel who lives in a tall, tall tower. Let's
build a brand new one... Whose is the tallest?
Can you measure it?

The dig deep, deep down making burrows and tunnels,
just like the animals who live underground.

What's the sound? I hear little hooves going trip,
trap, trip, trap over the rickety bridge. Watch out for
the angry troll underneath...He likes to gobble up little
girls and boys! Make sure your bridge is sturdy enough
to take the weight and get us safely to the other side.

And finally meet three little pigs who need your help
to build a strong fortress. Inside its strong walls
they'll be safe from the big, bad wolf!

No huffing and puffing will blow your fortress down!

Coming Spring 2018

Family Learning Ideas

Towers, Tunnels and Turrets

- Cook something with a grown-up - make a variety of fun recipes.
- Can you find out about a famous engineer?
- Play a tumbling tower game with your family [Jenga]
 - Go on a bridge hunt with your family, take photos or videos.
 - Visit a local castle with your family, take some photos or a video.
- Use the internet with your family/ visit a library; to find out about castles and bridges - can you make a fact file.
 - Draw a picture of a castle - can you label the different parts?
- Design and make a model of a famous structure from around the world [London Bridge, The leaning Tower of Pisa, Statue of Liberty?]
 - Design and make a castle, tower or bridge.
 - What stories can you find about castles, bridges and towers?
 - Make a knight's costume.
 - Make a knight's shield - what picture would you put on front?

Can you make up a story about a castle, bridge or tower?

Choose 1 or 2 from the list or create your own idea.

These can be real life models or via Tapestry.

Otter Class



I Am Warrior!

Otter Class enjoyed learning all about the Romans and the Celts. We made shields, had a Roman banquet, made Celtic jewellery and played lots of Roman games in PE. We had an exciting visit from Jed who told us about and showed us many Roman artefacts, as well as teaching us how to march like Roman soldiers and use a Roman style catapult!



Rabbit Class

This half term we have been learning all about the Romans and Celts in 'I am Warrior'. We have really enjoyed learning about life in the Roman times. We particularly enjoyed a visit from Jed who was a Roman soldier. We learnt lots about what life was like as a soldier. We learnt how to march and follow Roman commands. We have also enjoyed cooking Roman food, making Roman art and learning all about Boudicca the Iceni queen who stood up against the Romans.





Badgers Class



We have learnt lots about World War One, from the Christmas Truce and the football matches in no man's land, to the variety of shops on a typical British high street. We have tried old fashioned recipes in cooking and found out about people and animals who played an important part during the war. A visit from Jed started the topic off in a memorable way and everybody enjoyed looking at all the artefacts.



Squirrel Class

Fallen Fields



*"It's A Long Way To The Trenches It's A Long Way To Go
To Your Country, Join Now!"*



**"You Get To
Eat
Very Tasty
Food."**



**"You Might Get
To Ride A
Tank."**

**"And Wear
This
Uniform."**

This term Squirrel Class have been learning all about life in WWI. They have thought all about life as a soldier in the trenches and considered the role of children and animals in the war. They have created propaganda posters in ICT, used the play War Horse to inspire some wonderful art work and cooked up some treats with their rations. During science they made circuits with switches to learn Morse code and become WWI communicators.



Digital Resilience Toolkit

Digital Resilience Toolkit

internet
matters.org

Advice for parents of 6–10 year olds

Help children become more digitally savvy
and get the best out of their online world

What are they doing online?



44%

of six-year-olds are going
online in their bedrooms¹

28%

of 10-year-olds have
a social media profile²



8 in 10

aged 5 to 15 regularly use
YouTube to watch short
clips or programmes²

1. Internet Matters OI research 2016
2. Ofcom Children's and parents'
media use and attitudes 2017



What challenges can they face?

It's the first time they are using technology, many independently. For children between 6 and 10, they are going online to play games or watch videos. This activity can quickly become very addictive.

As children get closer to 9 and 10, they are starting to engage online and socialise through games or through social media and they may come across potential risks when talking to others online such as cyberbullying.



Digital Resilience Toolkit



How do I get them prepared to deal with these challenges?

1. Managing time online

- For very young children playing a fun game is like scratching an itch and it becomes very addictive
- Set screen-time limits for their devices to create a norm and set a good balance on and offline
- Explain why you're putting time-limits in place so they can understand the positive benefits for them



- Getting involved at an early age will make it easier to engage with them as they develop their online identity
- Knowing about their habits online will allow you to feel comfortable to slowly bring down the safety wall as they get older



2. Use parental controls to create a safer space for kids to explore online

- Set parental and privacy settings on apps, sites and devices they use and adjust them as they grow
- Use a child-friendly search engine as the homepage and a family login for sites such as YouTube, which are popular with children at this age or use YouTube Kids
- This means they can explore in a safe space and build independence online

4. Being a good digital citizen

- Talk to them about the importance of being a good digital citizen as soon as you can
- Talk to your child about what they value in real friendships
- Discuss kindness and how important it is to be kind online
- Talk to them about steps they can take if something goes wrong or they feel someone has been treated unfairly
- Remind them that they can talk to an adult if they are concerned



3. Participation

- Get involved and show an interest in what they're doing online
- Play games with your child and find fun ways to interact to ensure they're using their time online in a productive way



5. Be assertive - set digital boundaries

- At this age, children don't have the ability to self-regulate and need firm boundaries such as time limits
- Don't be afraid of being unpopular by saying 'no' when they are eager to get online if it is not appropriate - you are in control

Even with the right controls and settings, there's still a small chance children can stumble across something they shouldn't.



"What happens if things go wrong?"

- Try and understand what they've seen or come across whether it's a comment on a video or a game
- Find out how they came across it and discuss how it made them feel
- Don't overreact, show your support and talk it through
- Depending on the situation seek advice from specialist organisation or your GP to give them the best chance to recover and regain their confidence

News...News...News...News...



ParentPay



We are in the very early stages of preparing to work alongside Parentpay which will allow you to choose and pay for your child's meals online. You will be able to view menus in advance and manage your payments via an app and website.

Further information will be sent out after half term.



TAPESTRY
ONLINE LEARNING JOURNAL



We will shortly be making a slight change to how we display the general school news and events on Tapestry. At the moment, it is just part of the general news feed. In an attempt to make things easier for you, we will be creating a new 'child' under the name of School News. This will hopefully make events and information easier to view and to keep track of. This will be happening in the next few weeks. If you experience any problems with this, please get in touch. **Many thanks - Office Team.**

healthwatch Lincolnshire

Gosberton House Academy is a Lincolnshire Healthwatch Hub.

Healthwatch provides an opportunity for all those living in Lincolnshire to share their experiences of Health and social care, good and bad.

"Your voice helps us to influence the planning of health and social care services in our local area for local people"

Healthwatch Hub meetings to be held at Gosberton House Academy from 1:15pm to 3pm, or just drop in for part of the afternoon if you'd rather.

Friday 2nd March 2018

Friday 4th May 2018

Friday 29th June 2018

If you're unable to attend the Hub meetings but have feedback on a service to share, please email Vicky.turner@gosberton-house.lincs.sch.uk so your information can feed into our Hub feedback to Healthwatch. This is your opportunity to help shape Health and Social care services in Lincolnshire.

Leading Parent Partnership Review

Thank you very much to everyone who contributed to and/or joined us for our LPPA review. We had a very positive day. Your children were delightful and showed the school off at it's very best. We are delighted to retain the accreditation and are committed to continuing to work with all of our partners to make our school the very best that it can be.

Strengths Identified **In The Review:**



The continued commitment of the whole school staff and the governing body to work in partnership with parents, the Trust, wider community and external agencies to support families to achieve positive outcomes for pupils and their families.

The wide range of information and communication provision for parents showing support structures, newsletters, letters, Tapestry and the website.

A varied programme of training and enrichment opportunities for parents to support their children's learning and develop their own learning has continued to be maintained following the original LPPA Final Verification.

The team ethos of the setting that shows the steps put in place to support Working Together and Learning Together.

Areas For Development

Gosberton House will continue to:

Develop communication strategies on a needs led basis to support pupils, parents and their wider families as the need arises.

Provide the welcome and support currently on offer to enable parents to continue to feel valued all as partners in their children's education, learning and development.

Develop the range of activities on offer as pupil and family needs change.

Enhance the links across the Lincolnshire Education Trust and ensure parental engagement practice is shared and developed through the Working Together Team.

Home Solutions - Sensory Processing Issues

Some of the most common sensory processing disorders include: Sensory Modulation Disorder occurs when the brain's responsiveness to sensory stimuli is altered. It can result in over responsivity to stimuli, under-responsivity, or sensory seeking (where only the most intense stimuli are recognized by the brain, and therefore people need constant rich sensory input). Sensory Discrimination Disorder occurs when people have trouble making sense of sensory input. They can receive stimuli - for example, they can experience the sensation of touch - but those with tactile SDD cannot use touch to tell the difference between different objects. There are eight different subtypes: tactile, vestibular, auditory, proprioceptive, visual, interoceptive, olfactory, and gustatory (the last two often occur together).

What can be done at home?

The home should be the ultimate source of comfort and nurturing.

OLFACTION (SMELL)

Filter your air well: Remove particulates, scents, and allergens to help ease the burden on your body and potentially reduce sensitivity over time. **Maximize air flow:** Use HVAC systems, fans, and open windows to keep air moving and prevent the risk of lingering scents. **Consider keeping rooms on the side of cool:** Heat maximizes molecular dispersions and allows scents to spread faster. **Monitor the humidity in your rooms:** and the effect it has on sensitivity. Dry air and moist air carries scents differently because of the molecular interactions between the water and fragrance. Consider using an inexpensive device to monitor temperature and humidity in rooms, and then use open windows, humidifiers, or dehumidifiers as needed to find balance. **Install well-fitted doors to rooms prone to smells:** Kitchens and bathrooms tend to be rich in both scents and odours. **Try using natural scent absorbers:** like baking soda or activated charcoal. **Steer clear of artificial fragrances:** Check your cleaning reagents and hygiene products in particular, and always opt for "fragrance-free." **Try using vinegar, baking soda, and other milder solutions to clean:**

GUSTATORY (TASTE)

Closely linked to olfaction, there are some specific things you can do to aid with gustatory sensitivity. **Discuss and validate triggers:** If someone notes a sensitivity to a particular food or flavour, make sure you recognize this. **Log foods consumed and responses:** This can help identify future triggers. This is particularly helpful as triggers may change over time. **Dine in well-ventilated areas:** Because of the close association between taste and smell, these two can function synergistically. Keeping the air flow moving and the level of lingering odours and scents low can help alleviate some hypersensitivity. **Consider your meal ware:** Try to use more open dishes to direct fewer of the scents directly at the person with sensitivity. **Let your food cool ever so slightly before serving:** this can help reduce the potency. **Use sealed containers to store food:** This will prevent tastes and odours from migrating from one dish to another. **Use salt and lemons with discretion, and consider the use of complimentary flavours with discretion:** Known tools to help highlight flavours, such as salt and lemon, or use of flavours that sharpen each other (e.g. tomato and basil) can make tastes pronounced past a person's threshold of tolerance.

Home Solutions - Sensory Processing Issues

VISUAL (SIGHT)

Use warm lighting: Remove dimmers from your house: These constantly flicker and can have the effect of triggering sensitive people. **Remove fluorescent lights or other potentially harsh sources of light:** Use task lights pointed in front of you: but never towards you. **Wear anti-glare lenses:** to reduce your exposure to harsh light. **Use dark colours or simple palettes to decorate:** This simplifies the triggers to which a person is exposed by simplifying their visual landscape. **Use thick curtains:** to control lighting in the room. **Think carefully about the positioning of mirrors:** These can sharply reflect light, and because that can often vary throughout the day, it might be somewhat unpredictable: you may walk into a room that usually is very eye-friendly, only to happen to come at the exact moment the sun shines directly into the mirror and hits you in the eye. **Ask before you turn on lights:** The sudden onset of light can trigger a person with light sensitivity, and so you want to make sure you check in before you turn them on.

AUDITORY (SOUND)

Be sensitive to the type of sound sensitivity: **Tinnitus:** is a constant ringing type of sound that is continuously heard by individuals suffering from it. Silent rooms might actually make it worse. Use pillows to elevate your head while you sleep: This tends to reduce congestion and helps make tinnitus less pronounced. When decorating, prioritize creating a soothing environment: Stress is known to make tinnitus worse. **Hyperacusis:** involves sensitivity to common environmental sound, particularly at higher frequencies. **Hypersensitive hearing:** usually involves particular frequencies and is commonly seen in people on the autism spectrum. Choose quieter products: Hair dryers and yard equipment are some of the more common devices that can trigger individuals suffering from hyperacusis, but you can read the specifications and compare while you shop for the quietest option. Make sure your windows and doors seal: Prevent sound pollution by making sure all entryways are well isolated. Use textiles as buffers: Carpets or rugs can help make footsteps more tolerable. Coasters, table cloths, and towels can ease the sound of surface contact. Fill your space: As already noted, textiles and furniture in the home help prevent echoes and dampen sounds. If you suffer from hyperacusis, it might be a good idea to live in a smaller space that has more material in it to help reduce loudness. Perform loud tasks when your affected loved one isn't home. Have ear plugs/ ear defenders available

TACTILE (TOUCH)

Consider the texture of all skin-on-skin contact: Consider towels, sheets, and even furniture covers. **Consider weighted blankets or layering multiple blankets:** Deep pressure can help soothe anxiety. **Layer clothing across the seasons:** This keeps the basic clothing in contact with your loved one's skin constant, so you're only adjusting to additional weight - not new sensations, which can be overwhelming. **Buy clothing and textiles without seams and remove all labels:** These can exacerbate things for anyone with tactile sensitivity. **Discuss food texture:** Our children can be very sensitive to the textures of foods, and so the way you cook and present food might make all the difference. **Note:** *The information contained here is intended as general suggestions.*

Important Information

We are so very lucky to have had the sponsorship of Hargrave International for so many years now. They very kindly supply the diesel for our school minibus and have also carried out repairs within the last year. As we are all aware fuel is very costly so we are very grateful for this support. It means that the children can enjoy the many outings and events which are such an important and enriching part of school life.



CHANGE OF DETAILS - Medication

Please may we remind you to make sure that all of your child's Medical details are up to date; also there is now an update form for you to complete on the website if you wish. Many thanks.

REMINDER!!!! Chicken Pox

Can we just remind you all again of the importance of informing school if your child has or comes into contact with Chicken Pox. Some of our children are very susceptible to infections. It is vital that we keep families informed. Thank you.

Reporting illnesses to Transport & School

When your child is ill and won't be attending school, it is very helpful to contact us here at the school on Day One and to contact the transport department at Lincolnshire County Council. We do appreciate that this may not always be possible for parents to do but if LCC receive advance notice of a passenger not requiring transport, LCC can inform the operator. All operators are to wait for a maximum of 5 minutes from the designated pick up time before continuing on the journey if a passenger has not come out, it would then become parents responsibility to transport in these cases.

Social Media

We know how important it is to take pictures and videos of your little ones when we hold events here at the school. However, for the safeguarding of all our children we do ask that you do not share any of these on Social Media websites. Thank you for your co-operation.

If your child has sickness or diarrhoea they have to have been clear of any symptoms for **48** hours before returning to school.

Bike Club/Guitar Club/Forest School

Bike Club

Well done to all our Bike Club members. We have been expanding our knowledge of the different types of tools we may need to use on specific repairs recently. From sockets and ratchets to crank adjusting C spanners. Some were new to us and some we were able to use independently. Great work everybody and a big G.B.C to all.

After their great performance at Christmas Guitar Club had to think very hard about our next choice of song.

Guitar Club

After some group discussions about the types of music we all like, the group decided on a new song. They are working hard on additional chords and hope to perform again for family and friends. Well done everybody, keep up the practice. I would like to challenge you all to add another 15 minutes to home practice each week.

This has been a very busy and productive term for Forest School, and a lot of fun ! All of our groups have been involved in the new Mud Hill Slide. Using a recycled slide we have incorporated it in- to a mud mound. We had lots of transporting of top soil to consider and mixing our natural mud cement. We slip- al- ping so had to come up with ways to stop the mud off. In addition to all that hard work, our environment needed respect and care. We left as little impact upon it as possible, discussing where to take the soil and the possible positive and negative effects to flora and fauna.

Last week was our 2nd Dads, Lads and Lasses Forest School event (photos on the front page). Thanks to everybody who was able to attend. This time we changed the focus of the event to Exploring, assessing and managing risk in our activities. One of our aims during Forest School, is that we are able to confidently assess risk that accompanies many of our choices and in doing so keep safe. These are important skills that we use every day.

Dads, Lads & Lasses There was also lots of opportunity for experimenting and exploring different ways to meet the challenges set for the groups. From the Point to Point crossing to tackling our very slippery mud hill slide. I was really pleased everybody engaged with all the opportunities before we retreated from the cold to the shelter for hot drinks, freshly popped- popcorn, Marsh Mal-lows on sticks and biscuits.

Well done to everybody for attending and taking part. A big thank you to Mr Gray, Mr Howitt, Mr Allen and Mr Barlow for their support during the event. I am looking forward to our next adventure.

Mr Pearson

GHA Forest School Practitioner

Polite Reminders

Our taxi drivers and passenger assistants work very hard to support your child. Please contact them if your child is not going to be in school. This saves the taxi from making an unnecessary journey and means that other children do not have to travel for so long.



Hot lunches can only be kept until 12.30pm. If your child has a morning appointment, he/she will need to be in school prior to 12.30pm to access his/her meal. We are sorry if this causes any inconvenience but this is health and safety guidance. Please could you ensure that all school menus are sent back to us by the date on the menu. We try and give as much notice as possible to give plenty of time to fill in your child's choices.

If we do not receive a menu back for the date stated, we will have to assume your child is having a packed lunch.



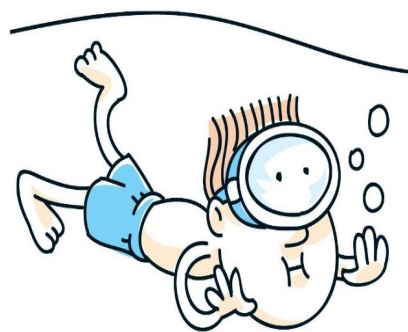
Please could all parents and taxi drivers remember that the speed limit at GHA is 5mph. Please could this be respected at all times. Thank you.

Swimming Lessons

At the Castle Swimming Pool in Spalding, we have children's lessons on Monday-Friday 4.00 - 6.00pm and Saturday 8.30 - 11.00am. 16 weeks for a 30 minute lesson each week is £86.40.

We have a rolling programme and offer direct debits.

If you would like a **FREE** taster lesson either in the school holidays or term time before enrolling in the classes, please contact the swimming pool on 01775 725978.



**DATES FOR
YOUR DIARY**

Friday 9th February 2018
Break Up for Half Term
Monday 19th February 2018
Return to School

Don't forget to check the website calendar for upcoming events!