

Head teacher's Comment

We hope you all had a lovely half term and made the most of the tropical weather. Today should have been Whit Friday which is probably why in true Saddleworth style the rain has arrived. Make sure you check out the fantastic Whit Friday competition winners at the end of the newsletter.

We have welcomed an increased number of children into school this week and I am pleased to say that the new 3 bubble system has worked well. The children were very **Responsible** following the new rules as well as **Resilient** in dealing with a school and classroom that is very far removed from what they are used to. We have yet another increase in numbers next week and we have already started planning to bring back the year 6 children whose parents wish them to return from the 22nd June.

Alongside this the staff will continue to provide the high quality on line learning offer. This will be added to in the next few weeks as the staff start to develop their use of on line platforms such as Youtube and Teams to connect with their children. This may look slightly different in each class as every teacher will provide something unique to themselves. In the next few weeks we will also contact you with information to help your child transition to their new class in September. This promises to be a very busy term.

The Diggle Star



Friday 5th June 2020

What have we learnt? KS1

Class R This week, Class R have started their new topic - Minibeasts. We have looked at what a minibeast is and gone on minibeast safaris in our gardens and around our local area. The children have read the new topic book 'Mad about Minibeasts' by Giles Andreae and have drawn their favourite minibeast. They have also learnt about types of minibeasts from the Exotic Zoo and have been able to write a fact about their chosen minibeast. All the facts were very interesting! We have also experimented with why spiders don't get stuck to their webs by blowing rice across tape. Finally, in Maths we have been writing number stories, estimating and looking at number 14 with Numberblocks. Also a big well done to Oliver, Etta-Joyce, Oscar, Cole and Evie for completing the half term reading challenge!

Class 1 This week we have started our new Theme "A Land Down Under." We have learnt about where Australia is and how it is divided into states and territories. We have also found out about the Northern territory, the great barrier reef and had a go at drawing a kangaroo. In English we have almost finished reading the naughty bus story. We have answered comprehension questions about what we have read and given reasons for our opinions. In maths we have been learning about weight and capacity and we have started to use the Numberbots website to practise our number skills.

Class 2 We've had a busy week back after half term! In Theme work this week we have been thinking about how we can make where we live a better place. One of the ways we can do this is by not littering but recycling or upcycling instead to help our environment. By doing these activities, we also found out a bit more about different materials and their properties. Some children have sent photographs of their theme work (see below). For some of our reading activities we found out what the Messy Magpie did about litter, investigated rhyming words, discovered what a glossary and an index are for and even what a Bin Goblin is! In Maths we have continued to work on Maths Whizz and also some Times Tables speed challenges. For our spelling work we have focused on the alternative graphemes for the ar and ear phonemes using phoneme spotters and word sort games.

What have we learnt? KS2

Class 3 This week we have been learning more about fractions in Maths as well as going on TTRockstars and Maths Whizz. We have been learning our homophone spellings through activities on Spelling Frame and in science we have been learning about the Human skeleton; naming the main bones and researching others. We also looked at how muscles work in pairs to move our bones. (I hope you enjoyed the short videos.) We chose a favourite sports star and drew them labelling the bones they used for their sport. In English, we focused on Chapter 11 of the BFG, looking at vocabulary, verbs and grammar. We used expanded noun phrases to write a description of Dream Country and developed our own giant character for Giant land thinking about their personality, where they live, what they eat and how they would catch their food. There were some very inventive giants and a mixture of king and scary ones! A great start back after Half Term :).

Class 4 We have had an exciting time back this week in Maths. We have revisited MathsWhizz and TT Rockstars as well as solve a tricky problem and play on a BBC Bitesize game called *Guardians: Defenders of Mathematica*. In English we have pressed on with *The Witches* and read a few more chapters. We have recapped some homophone knowledge, worked on our comprehension and skimmed and scanned the text for adjectives. We have also created some rhyming couplets too. In RE we have studied Malala Yousafzai while in Theme we have learnt all about Roman food by creating fact-files and PowerPoints. We have also created our own menus and some children even made a Roman meal at home (complete with toga and laurel wreaths).

Class 5 This week class 5 have continued reading the book 'The boy with one name' and have made their own 'slapdust' recipe; thinking carefully about the ingredients that could be included. They have also designed their own abandoned house, which they have tried to describe using a thesaurus to improve their word choices. In Maths they have carried out some activities using BBC bitesize looking at fractions of amounts and converting improper fractions into mixed numbers. In Science they have looked at life cycles, focusing on the life cycle of a frog.

Class 6 This week, Class 6 have spent some time working on fractions. They have been asked to convert fractions to percentages – this wasn't an easy task and I know that some of the children have been very **resilient** with this. They were also asked to find equivalent fractions, decimals and percentages as well as finding percentages of amounts. In English, they were asked to read more of their class book, 'The Girl of Ink and Stars'. From this, they were asked to draw a scaled diagram of their bedroom as scaling is used to draw maps. They had to take measurements of their bedroom and the furniture they have in it. They then had to divide all measurements by the same amount so that they could draw this to scale. They have also been asked to draw a map to show the escape route that Isabella and Lupe could take in order to escape the tunnels they have become trapped in. Class 6 have also spent some time working on their story-writing skills including using fronted adverbials and parenthesis.

Class R have been incredibly busy again this week, looking and learning about minibeasts.



The children in Class 2 have sent in some fabulous photo's of their Theme work this week.



Finlay recycled some old flowers into a picture.

Jacob went on a materials hunt around his house.



Lucy planted a new tree in her garden.

The children in Class 4 have been working hard researching Roman food and creating their own menu's.



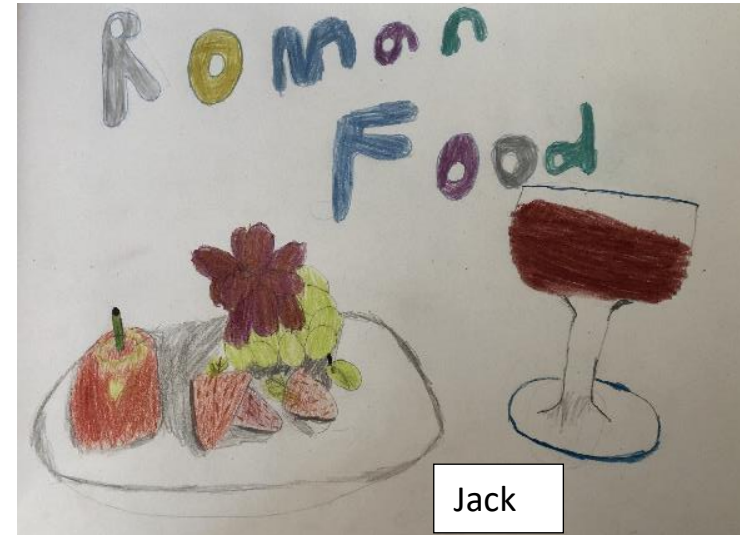
Dylan



Kassidy



Annabel



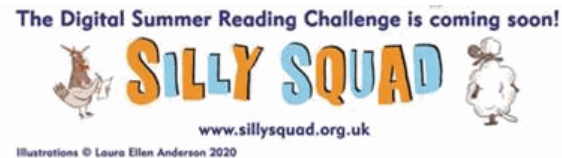
Jack

WIN £5,000 for your school!

Summer Reading Challenge – Resources for Schools

You could **win £5,000/€5,000 of National Book Tokens for your school's library**, ready to spend when schools reopen – and if your entry is picked, **you'll also get £100/€120 of National Book Tokens to on yourself**. Please follow link below for full details.

<http://www.nationalbooktokens.com/schools>



The Summer Reading Challenge is going online!

Friday 5 June sees the launch of the new look online Silly Squad Summer Reading Challenge. Children will be able to log their reads and collect virtual prizes as they unlock content on the Silly Squad website. Alongside the main challenge, Oldham Libraries will be running an online programme of stories, crafts, competitions, writing workshops and more, through the Oldham Libraries Facebook page.

The scheme is recommended for ages 4-11 years and is open to all Oldham Primary Schools.

To help us gauge levels of interest please email

Jacqueline.Widdowson@oldham.gov.uk an expression of interest, with your school name and the number of classes that you would like to request resources for, ideally by **Friday 29 May**. We will then get in contact with you to provide more details and agree next steps. If you miss this deadline, please contact us as soon as possible, as we may be able to access additional resources.

Warm regards,

Jacquie

Jacqueline Widdowson

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Please look at these free online services that have become available to you.

UNDERSTANDING YOUR CHILD
SOLIHULL APPROACH

Do you live in Oldham?
FREE online courses for all residents

Understanding Pregnancy, Labour, Birth and Your Baby
Online course for everyone around the baby: Mums, Dads, Grandparents, friends and relations. Written by Registered Midwives and NHS Professionals.



Understanding Your Baby
Online course for everyone around the baby: supporting you and the new arrival. Written by Psychologists, Psychotherapists and Health Visitors.

Understanding Your Child (0-19 yrs)
Popular online course about being the best parent, grandparent or carer you can be. Award winning with trusted content.

Understanding Your Teenagers' Brain (short course)
Find out what happens to the brain in adolescence and how this explains some of the changes you may have noticed in their behaviour.

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The Solihull Approach was Developed by Psychologists, Psychotherapists, Health Visitors & NHS and Education Professionals



UNDERSTANDING YOUR CHILD
SOLIHULL APPROACH

Welcome to Our Place

The place to unearth all your potential as a parent or carer. It, learn, understand. Fascinating online courses for everyone who wants to be an even better mum, dad, grandparent or carer.

From bump to 18 years. Lifetime access. One off payment, prices start from £19.

Log in/register → Start your course → Apply code → Already have an account? Sign in →



Access Code: DAISY

Go to www.inourplace.co.uk

Apply the 'access code' for FREE access!
Fill in some details to create an account
To return to the course(s) go to www.inourplace.co.uk and sign in!

For technical support contact solihull.approach@heartofengland.nhs.uk or 0121 296 4448 Mon-Fri 9am-5pm



SolihullApproach @SolihullApproach (NB: 1:p)



Online courses for parents and parents-to-be

Multi-User Licence

A 12 month licence enabling every resident in your area to access 3 online courses for LIFE for FREE, with a focus on enhancing relationships at every stage from antenatal to 18 years.

- 'Understanding your pregnancy, labour, birth & your baby'
- 'Understanding your baby'
- 'Understanding your child'



- Reach every mum, dad, carer & grandparent with internet access ✓
- Improves relationships ✓
- Improves behaviour ✓
- Easy delivery ✓
- Implementation support available ✓
- Evidence based ✓
- Supports other Solihull Approach activity within your area ✓
- Understanding your child available in Urdu and Bulgarian, more translations coming ✓
- Normalising parental self-development ✓
- Shifting the culture around children's emotional needs and behaviour ✓

Contact solihull.approach@heartofengland.nhs.uk or abcc@inourplace.co.uk for more information or to express an interest.
www.solihullapproachparenting.com www.inourplace.co.uk 0121 296 4448



A3 - Frequently Asked Questions

New sites: online support for parents from antenatal to 18 years

Age range: The courses go from conception up to 18 years, in 3 courses.
Universal?: These courses are for everyone: mothers, fathers, partners, grandparents, other family and involved friends. Some areas aim to reach thousands of their population.
Targeted?: It can also be used with targeted populations e.g. parents who can't/won't go to groups, or for parents that the practitioner has some concerns about but there is no group available. Health visitors and family workers have used the online course to work with the parent. In addition, if the partner is unable to be there, they can also access their own course later, in a modified group (i.e. not as anxiety provoking for some people) computers have been made available in a room for a few parents to work on the online course, with a facilitator. In attendance to answer questions and run a discussion at the end. See the section on Supported Self Help in the User Guide.
Timeframes: Once you have the right people around the table it takes about 3 months to set up the distribution systems and decide on the marketing and communication plan. We have found that the 'right people' varies according to the area. Most courses some type of Working group at some point.
Staffing resource requirements: No-one has appointed extra personnel, but someone needs to take on the role of Implementation Lead. Where there is a strong parenting team, they have been the lead, although a Public Health overview can be very helpful. Some Public Health teams have led the implementation. Both models are working.
Content: If you are running the equivalent Solihull Approach face-to-face courses, the content is the same. All evidence based.
Outcomes: the courses all have inbuilt evaluation. These are showing very positive results which are being submitted for publication. In terms of uptake, one Borough after 4 months has got the value of £k out of the license already, but they had practice already in rolling out the code through an NHS W Midlands Initiative.
Adding information: we can't add content into the actual course, but when we set up your access plan we can add tailored questions or statements before your learners start the courses. Another way is in your marketing materials you direct people to your particular web page rather than the course web page, with information and reminders on it and from that page direct them to the course web page.
Costs after 12 months: It is likely that we will keep the costs the same for a few years. One Borough has already bought 3 years of access because they happened to have money in the budget that they wanted to use this year and wanted a longer term plan.
Access to user data: we can report back to you uptake by groups of postcodes (e.g. Ward or area) or by a number of letters of the postcodes e.g. first 5 letters of postcode, depending on how granular you want the information, plus progress through courses and number completing courses. And the pre and post results for your cohort on the outcome questionnaires. We can collect demographic data, but this needs to be balanced against the need to engage parents, as our experience is that the more you ask the less people engage.
Implementation IDs: We have an implementation kit for the lead person, with helpful questions to consider. These have arisen out of our Early Implementer sites. We also have launch Packs for professionals and schools that can be easily disseminated. Please let us know if you have suggestions for the kit.
Information Governance: The Solihull Approach is part of the University Hospitals Birmingham NHS Foundation Trust (formerly Heart of England NHS Foundation Trust) and the website and courses have been subject to a PIA here; a technical assurance check; risk assessment; and is held on a secure server. This has enabled us to get IG approval from our Information Governance Officer. The privacy policy on www.inourplace.co.uk/privacy/ is GDPR compliant.

Whit Friday Picture Competition

This competition was open to all Diggle Band members. I think you will agree that our children did us proud.

First Prize was a Certificate and £10, 2nd and 3rd were awarded with certificates and the others who entered (Cara and Harry) got a runners up certificate.

Judged by local Saddleworth Artist Eileen Eckersley (retired Deputy Head teacher from Diggle School and Cara and Harry's Great Grandma.

Well done to all the children who took part.



Runners up



Class 3 chose a favourite sports star and drew them labelling the bones they used for their sport.

