

Hennock Primary School Newsletter

Message from the Head

Dear Parents,

It has been another busy and memorable few weeks at Hennock, with so much to celebrate.

We are delighted to launch our new **Pupil Parliament**, giving children an even stronger voice in shaping school life. Made up of our School Council, Eco Council, Librarians, Sports Leaders and Communication Team, the Parliament will provide opportunities for pupils to lead projects, share ideas and help make decisions that continue to improve our school. We are excited to see the positive impact our young leaders will have throughout the year. I have heard whispers of a school radio station launch... how exciting!

Could You Be Our Next Parent Governor?

We still have a vacancy for a Parent Governor on our Local Advisory Committee.

If you are interested and would like an informal conversation about what the role involves, please do get in touch. I would be very happy to discuss the position and answer any questions you may have.

Many thanks,

Anthony Arnold.



Admissions policy for 2027-28: Annual Consultation

Along with all other schools and academies in Devon, we are consulting on an admission policy for 2027-28. The Local Authority is also consulting on its admission arrangements. You are invited to look at the proposal new policies which are based on policies for this year and next year and to have your say on them.

Our proposed policy is on our admission page and you can see all policies at http://devon.cc/schoolpolicy Further information is here: www.devon.gov.uk/admissionarrangementsThe consultation runs until 16 January 2026. Policies will be determined by the end of February and published in the same places by 15

March next year. You can comment at schoolsadmissionpolicy-mailbox@devon.gov.uk or by emailing the school

Attendance Matters



A huge thank you to all of our families for supporting strong attendance so far this year. We are delighted that our current whole-school attendance is **98.3%**, which is an excellent figure and a fantastic start to the academic year. Well done, everyone. Let's keep adding those puzzle pieces together! To celebrate our achievements, we have our whole school tracker in our window so that visually see how well we are doing.

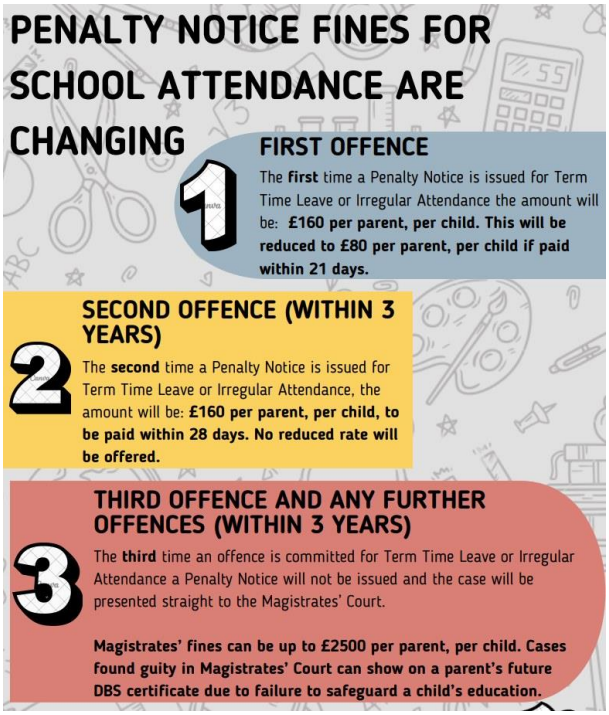
Attendance this fortnight:

Whole School 98.3%

Ash 99.3%

Birch 97.7%

Willows 97.7%





Safeguarding

Key contacts and useful links

Front Door (formerly MASH) main number: 0345 155 1071

Children's Social Care Emergency Duty Team (out of hours) – 0845 6000 388

Front Door email: mashsecure@devon.gov.uk[1]

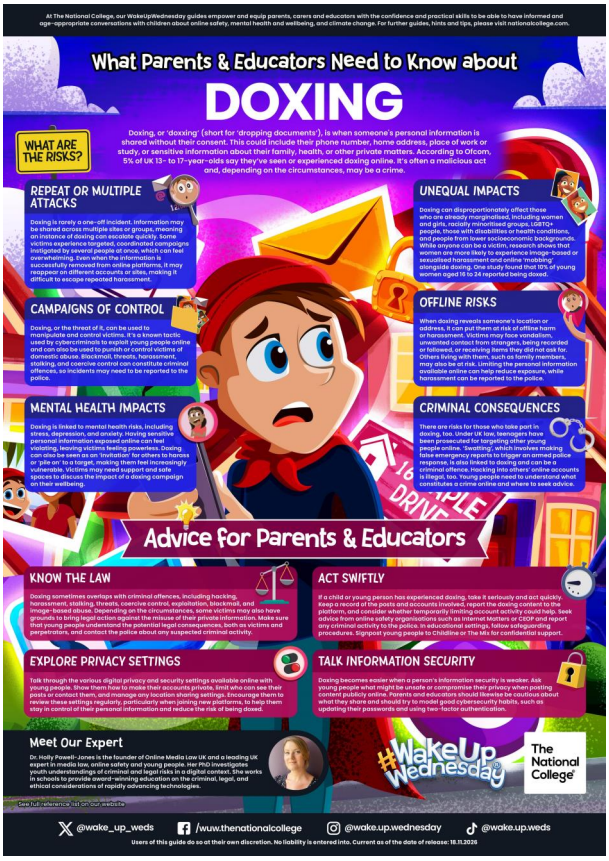
Our Safeguarding Lead is **Anthony Arnold** and our Deputy Safeguarding Lead is Maugan Collins. If you are concerned about a child's wellbeing, please contact the school or in non-school hours contact Front Door (formally known as MASH) on

0345 155 1071

Online Safety - parent advice

This guide explores the dangers of doxing, from online harassment and privacy breaches to offline threats, and offers practical safety advice.

This advice is taken from the National College.



Previously shared posters:

[1] mailto:mashsecure@devon.gov.uk

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

Parenting Gamers



Moving from policing to parenting your gaming kids: how to engage and guide

With concerns about escalating screen-time, the impact of violence, unexpected costs and interloping strangers it can be tempting to lock down video games to limit their negative impact. While some sensible boundaries are helpful, they are only a short term solution for how we guide children towards gaming health. Like other areas of childhood, parents and carers can have a powerful steering presence by engaging and participating in the video games their children play. This not only reduces risks because they are aware of the kinds of activities, interactions and costs involved but makes video games a part of family life. Along with building dens, climbing trees, cooking and family walks, playing games with children enables parents to guide the quality of content being played. This may start with sharing the games children are currently playing, understanding why they love it and celebrating successes. But with a little research, this can grow into suggesting other games to play and higher ambitions for what kids get out of playing long-standing favourites.



National Online Safety®

A New Media For Everyone

Video games are a new kind of media. Because they are new we don't entirely understand their potential yet. They've become hugely popular and commercially successful as blockbuster entertainment for children and teenagers. However, like books, films and music, the real range of video games on offer is much broader than this.

There are games about every topic you could imagine, and aimed at a wide range of ages and perspectives. Whether it's sharing a families heartbreaking story in That Dragon, Cancer, stepping into the shoes of a Syrian migrant in Bury Me, My Love, or taking the hand of your child and soaring over the clouds in Sky: Children of Light, games take us places in unique ways. It's no surprise, then, that Newzoo figures show that in 2018 40% of men and 32% of women play games. And Entertainment Software Association (ESA) data showed that the average age for US gamers is 34 for women and 32 for men.

If you want to turbocharge your care of a child who loves playing video games, the best thing to do is to find games you want to play yourself. This can sound like strange advice until we consider how hard it would be caring for a child who loves books without reading ourselves or guiding a child who loves music without sharing our favourite songs.

Video Game Diet

Gaining an understanding of what video games are, what they are like to play and the different experiences on offer, enables you to encourage a varied gaming diet. Similar to how we don't worry about plate-time but what's on the plate, we can differentiate between different types of screen experience.

Playing Fortnite offers exuberant excitement and connection to friends. Playing Mario Kart connects us to the players sitting next to us. Roblox can be a place for children to play at having a job or surviving a storm. Minecraft can be a tranquil escape from a busy day at school. Alto's Adventure can be a way to calm anxiety or jangling nerves.

Parents and carers can expand these experiences. Kingdoms Two Crowns, Reigns and Life is Strange teach players to trust their instincts in game-worlds built to encourage risk and hunch taking. Florence, Abzu, Journey and Brothers Tale of Two Sons are a gentle way for children to learn about their own emotional responses to challenging situations as well as appreciating how people experiencing them first hand may feel. Eco and One Hour, One Life encourage the altruism of building something that other players benefit from.

Creators Not Consumers

Ambition for their future means parents and carers support activities where children are excelling. While this is familiar territory when a child is brilliant at an instrument or learning a foreign language, it's easy to miss the need for our enthusiasm when it comes to video games. Along with the general connection and good feelings that come from a parent or carer celebrating success in an activity that a child enjoys comes the imperative that they could go further than they realise themselves. The rise in competitive video games can sound peculiar but requires great skill, draws large audiences and comes with high prize money for professional players. Beyond this, parents can guide children towards other careers in video games which need diverse creative, technical and social skills. A simple and effective way to do this is to encourage children to create as well as consume games. This can start as simple customisation of the games that allow you to design maps and characters. Then there are games like Mario Maker on Wii U, 3DS and Switch where you can design and share levels for other players. Dreams on the PlayStation 4 takes this further with an accessible game creator that's also really powerful.

Finding Games You Want Children To Play

Parenting rather than policing video games equips children to build good habits and a healthy relationship with digital media for when they leave home and parents aren't around to enforce the rules. One challenge can be finding the kinds of games you want your children to play. There are good resources to help you with this. Many of the examples here come from my upcoming Taming Gaming book: https://unbound.com/books/taming-gaming/

There are also websites that provide video game suggestions like AskAboutGames https://www.askaboutgames.com. Also, there are good Twitter accounts that help, like Wholesome Games (@_wholesomegames) and Non-Violent Game Of The Day (@NVGOTD).

You can also use the VSC Rating Board (https://videostandards.org.uk/RatingBoard/) website and PEGI app to search for games of different ratings.



Meet our expert



Andy Robertson is a parent of three children and journalist who writes for national newspapers and broadcast television. His Taming Gaming book helps parents guide children to healthy play.

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 31.07.2019

Ash and Birch Classes



As we move further into the autumn term, the children have continued to enjoy a wide range of engaging learning experiences across the curriculum. It has been wonderful to see their enthusiasm, creativity and determination in every area of school life.

Our music lessons have been full of energy this term. Children in Years 5 and 6 have been learning to play samba rhythms, developing their understanding of pulse, rhythm and ensemble performance. Meanwhile, Years 3 and 4 have been building their musical skills through learning to play the glockenspiel, exploring pitch, melody and notation.

Forest School sessions have provided exciting opportunities for outdoor learning and exploration. Children enjoyed the freedom to play, explore and develop their independence in a natural environment.

Our older pupils in Years 5 and 6 demonstrated great patience and practical skills by crafting their own butter knives. Children in Years 3 to 6 also created beautiful leather key rings, while others embraced their creativity by making autumn wands using natural materials collected from the woodland area.

In gymnastics, children have been focusing on jumping and landing safely. They have practised controlling their movements, improving balance and coordination, and learning techniques to ensure safe landings. It has been fantastic to see growing confidence and perseverance as they tackle new challenges.

As part of our Remembrance learning, children explored the importance of remembering those who have served and sacrificed during times of conflict. They learned a special Remembrance song and reflected on the significance of this important occasion.

In art, pupils created thoughtful and striking pieces inspired by Remembrance. They used oil pastels or watercolours to produce colourful backgrounds before adding a carefully designed war-themed silhouette. The results were both meaningful and visually impressive.

Years 5 and 6 are now moving into the planning stages of their final writing project in English, where they will create a story adaptation inspired by the film *Paraphernalia*. They have been developing their ideas, considering character development, setting and plot structure before beginning their final pieces.

In Years 3 and 4, children have been using the sentence stacking approach to strengthen their writing skills. They have developed their understanding of synonyms, noun phrases and the use of prepositions, helping them to create richer descriptions and more engaging pieces of creative writing.

In Maths, Years 5 and 6 have been focusing on multiplication and division, exploring the properties of numbers and investigating which whole numbers are divisible by others. Their learning has encouraged them to spot patterns and apply their reasoning skills when solving problems.

Meanwhile, Years 3 and 4 have been developing their confidence with the column method for addition and subtraction. They have been applying these methods to solve increasingly challenging calculations and word problems, demonstrating excellent progression in their mathematical understanding.

We are incredibly proud of all the hard work, creativity and enthusiasm shown by the children this term. Thank you for your continued support, and we look forward to sharing more of their achievements in our next newsletter.

Willows Class



What a wonderful week of learning and exploring we have had!

Reception have been enjoying the story *Wow! Said the Owl*. Inspired by the book, we have been on a colour hunt around the school, looking carefully for different colours in our environment. We have begun creating our very own book of colour, adding drawings of all the wonderful things we discovered along the way. In Maths, we have been exploring circles and triangles, learning about their properties and becoming shape detectives by spotting these shapes in the world around us.

In KS1, we have been learning about tenses in English and practising writing sentences using both the past and present tense. We have been thinking carefully about how verbs change depending on when something happens. In Maths, we have been exploring parts and wholes and have started using the minus symbol as we develop our understanding of subtraction. In Art, we have been exploring primary and secondary colours and learning how to mix our own colours. We have created colour wheels and experimented with mixing different shades to recreate the colours we can see in a range of artworks. We have loved experimenting and seeing what new colours we can create! In Geography, we have started our new topic by exploring the difference between human and physical features. We have been looking at the features we can find in the world around us and beginning to understand how they differ.

We have all enjoyed getting creative at Forest School this week, making our very own autumn wands using natural treasures. We even put them to the test around the campfire and managed to make the flames turn blue! What an exciting discovery! We also thoroughly enjoyed celebrating Michael Rosen Day with a live lesson from the wonderful Michael Rosen himself. We had the opportunity to listen to him share lots of his fantastic poems, which was a real treat!

Have a lovely weekend!







Saplings



Saplings

It has been a lovely couple of weeks getting to know the children in preschool, and I would like to say a big thank you to everyone for making me feel so welcome!

Our main topic this term is ‘Let’s Celebrate!’

Last week, we had lots of fun exploring Bonfire Night! We have been introducing and modelling exciting descriptive words such as *explode, crackle, whizz, pop, whoosh* and *fizz*. We have enjoyed exploring making marks in coloured sand with 'sparkler' sticks and our fingers.We got creative making rockets, printing with toilet rolls to create colourful firework pictures, and making our own firework displays in playdough using sparkly pipe cleaners. The children also loved role-playing with our campfire and hot chocolate station, complete with fluffy pom-pom marshmallows!During circle time, we talked about why we celebrate Bonfire Night and, importantly, how to stay safe around fireworks and sparklers.In Maths, we have been beginning to explore number order, focusing particularly on the numbers 1, 2 and 3, alongside enjoying lots of number rhymes and songs.

This week, Saplings have been exploring poppies and Remembrance Day. Our home corner became a flower shop, where we talked about giving flowers to say thank you. Our poppy-themed rice sensory tray provided lots of opportunities for exploration and discovery, while also supporting early mathematical skills through counting, measuring and comparing. We have also enjoyed lots of poppy-inspired creative activities! The children had great fun potato printing their own poppy field pictures and creating paper plate poppies. Our poppy-themed playdough provided plenty of opportunities for imaginative play and exploration, while helping to strengthen little fingers. We also practised our fine motor control by completing poppy dot-to-dot pictures using ink stamps, developing hand-eye coordination

and control as we carefully stamped each dot.In Maths, we have been playing *'I See 1, 2, 3'*, helping the children to develop their ability to recognise small groups of up to three objects without needing to count each one individually. This is an early mathematical skill known as subitising.In Phonics, we have been developing the children's awareness of the different sounds we hear around us, encouraging them to listen carefully and begin to identify familiar sounds in their environment.

Our focus book over the last two weeks has been *Whatever Next!* by Jill Murphy. The children have thoroughly enjoyed retelling the story, counting objects from the book and taking part in space-themed pencil control activities.We have also been using our imaginations and some large cardboard boxes to mark make and build our very own rocket, ready for a space adventure just like Baby Bear!A particular highlight has been our Forest School session, where we had great fun making nature wands and using them to cast magical spells on the fire, turning the flames blue! What a wonderful experience!We hope you all have a lovely weekend!

Toddler Group!





Toddler Group Update

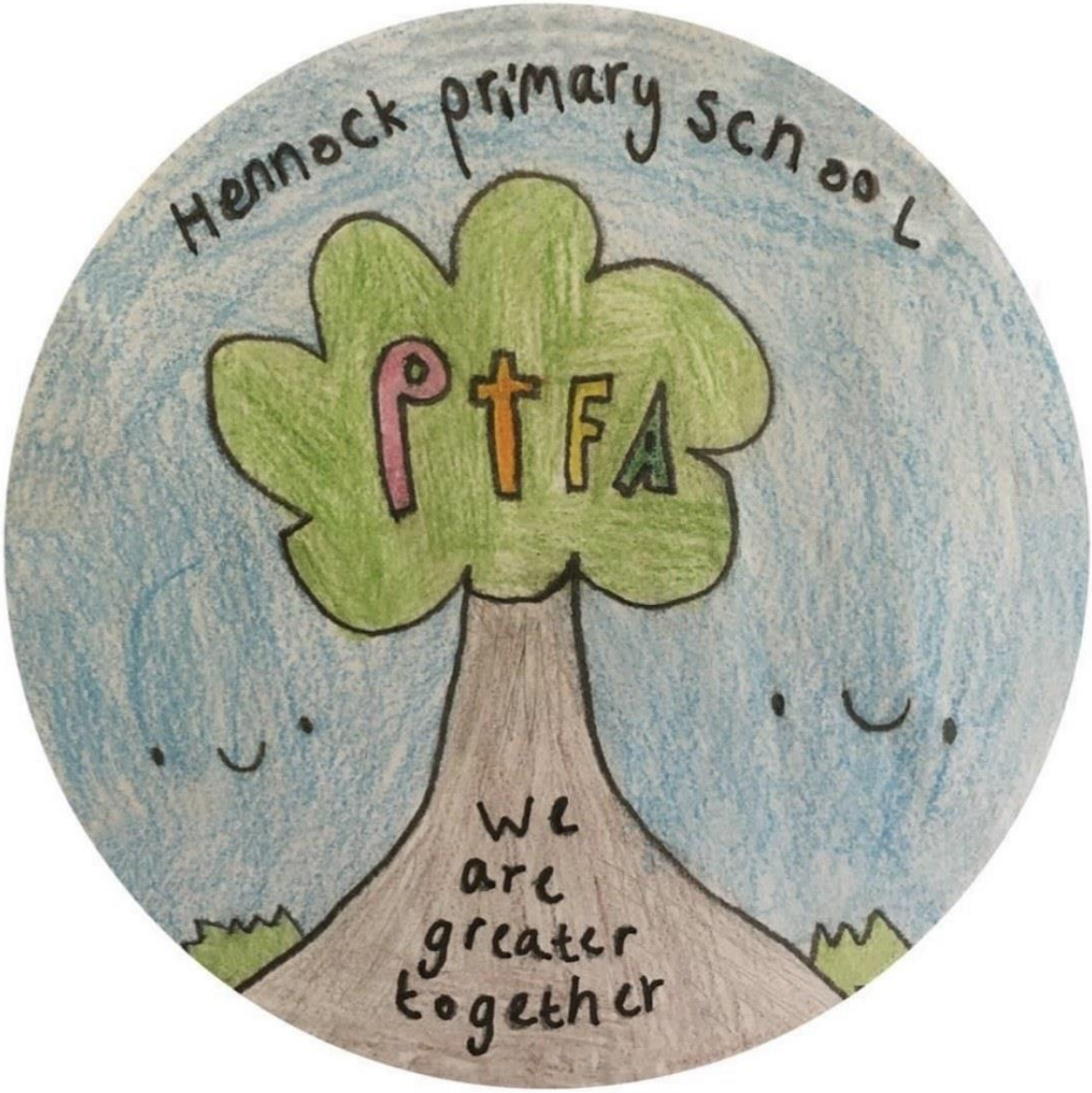
We wanted to let families know that we will be pausing our Toddler Group for the next few weeks while we work on setting up our new provision for two-year-olds. We are very excited about this next step and look forward to sharing more information with you soon! In the meantime, if you would be interested in your child joining our preschool, please do get in touch with the school office, who will be happy to provide further information. Thank you for your understanding and continued support.

adminhennock@thelink.academy

01626 833233.



PTFA Message



"Hello,

I would like to take this opportunity to introduce myself.My name is Elsie and on Wednesday at the AGM for the PTFA I was sworn in as Chairman. I would like to thank John for holding the seat as Chair alongside the Treasurer position.

A little bit about me, I am a professional gardener and most people would have seen me walking in and out of school in overalls and a fluffy yellow hat.

Do come and chat if you have any questions about the PTFA and what we do to support the school- or if you want information about how to prune your roses, happy to help where I can.

So on Wednesday we held the AGM and it was well attended, so thank you to all who joined and supported my election.

Moving onto school events and fundraising-

The children will be putting on their annual nativity and this year the performance will be across 2 days, to ensure all parents and grandparents and carers can come and watch their loved ones on stage.(More details to follow about times and dates..)The PTFA will be supporting these performances with tea, coffee and of course delicious cakes- so if anyone is free to support on the days then please do get in touch.

This leads me onto an initiative that Debbie has, and it is creating a 'Helpers' group.We completely understand the pressures of family life and work. So joining the PTFA can seem unachievable, however if you feel you could give maybe a few hours to support a set up for an event. Or support serving teas and coffees, then we would love for you to join our 'Helpers' group.More information about this and how to join will come through on the WhatsApp groups- any support big or small will be greatly appreciated.

In school the children have been busy creating Christmas crafts and keepsakes and these will be beautiful gifts for loved ones. They will be coming home soon with an order form, and every £1 raised goes towards supporting our children, so do please look out for that and book in your gifts.

On the Friday 18th December, the children will be having a Christmas breakfast and a special guest has been invited to join.There will be a small donation of £2 per child to support the PTFA and we will be looking for Helpers to join and serve breakfast.

More information about the PTFA's goals for next year will follow soon.

Many thanks.

Elsie "

Communications Team



Coming soon!

Stars of the week



6th November

Star of the week:

Ash: *Albert* ***Birch:*** *Ruby* ***Willows:*** *Heidi*

BC: *Alana* ***ASC:*** *Lucy*

Pride of school: *Spencer*

13th November

Star of the week:

Ash*: Olivia* ***Birch:*** *Zavier* ***Willows:*** Emmie

BC: *Spencer* ***ASC:***

Pride of school: *Phoebe & Amy*

Key Dates

PE with Mr Pierce Every Monday, Willows, Birch and Ash

Willows, extra PE every Tuesday

Ash and Birch, extra PE every Thursdays

- **16th November (week commencing) Bikeability**
- **Parent's evening 16th, 17th 18th**
- **BOOK FAIR 16th, 17th, 18th!!!**
- **20th November Flu Vaccine visit**
- **24th November X Country**
- **Monday 7th December - Eco Council visiting Shallowford Farm**
- **15th (9:45) & 16th (2:15pm) December - school Nativity**

Forest School for the whole school, EYFS and KS1 in the morning KS2 in the afternoon.

25th November

9th December

For Your Information





Young people are offered the following vaccines in secondary school:

Vaccine	School year offered	Diseases protected against
Flu vaccine	Annual vaccine offered to all in Years 7 to 11	Protects against flu, which can lead to acute bronchitis and pneumonia
Human papillomavirus (HPV) vaccine	Year 8	HPV related cancers such as cervical cancer, some cancers of the head and neck, some genital cancers and genital warts
MenACWY vaccine	Year 9	Meningococcal groups A, C, W and Y (which can cause meningitis and septicaemia)
3 in 1 teenage booster (Td/IPV)	Year 9	Tetanus, diphtheria and polio
MMR – for those that have not had 2 doses of MMR	Catch-up – offered opportunistically	Measles, mumps and rubella

Catch-up opportunities, either as additional visits or when the immunisation team is already coming into the school, may be offered for those who have missed out on their vaccinations.



Further information on supporting immunisation in education and child care settings, including colleges and universities can be found at: **www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/supporting-immunisation-programmes**

NHS

Cornwall & Devon School Age Immunisation Service

Did you know children are offered these routine vaccinations at school?

- **FLU:** Reception - Year 11
- **MMR:** Catch-up
- **HPV:** Year 8 - Year 11
- **Meningitis ACWY:** Year 9 - Year 11
- **Diphtheria, Tetanus, Polio (DTP):** Year 9 - Year 11

FLU

MMR

HPV

MENINGITIS A,C,W,Y

DIPHTHERIA, TETANUS, POLIO (DTP)

Did you miss us?

We also run community clinics across Cornwall and Devon for:

- Home educated children
- Anxious children
- Children who missed the session at school

Contact us for further information, to check your child's vaccination status, or book a catch up clinic:

01392 342678

kernowhealthcic.schoolimmsdevon@nhs.net