




BUXLOW
Preparatory School

Buxlow Bulletin

Date of issue: Friday 26th January 2024

Facta non Verba



Update from Mrs McLelland, Headteacher

Hard to believe that we have almost reached the end of January already!

There are signs of Spring around the school. Daffodils which I planted with the pupils last term are starting to peep through the soil and should bring a burst of colour to the site in a few weeks' time.

Thursday was exceptionally quiet in School as Years 3, 4 & 5 were out on a visit to the British Museum. You can read about their visit further within this bulletin.

The low wall on the East Lane side of the School has not fared well in the storms. It has now been repaired. Please remind the children not to walk along it.

In addition to the *Dates for Your Diary* section, I have also added in the term dates for next academic year so that you can plan ahead for 2024-2025. **New or amended dates are identified in red.**

Wishing you all a good weekend.

School Updates:

Stars of the week:

Reception – Alhassan Year 1 – Heli Year 2 – Aryan Year 3 – Harriet

Year 4 – Zidane Year 5 – Madison Year 6 – Kaashini

Congratulations to the recipients.

House Points – Well done to **Emery** for a total of 85 points this week!



Introducing Albert, School Dog

This week, Albert, Mrs McLelland's miniature schnauzer spent two days at Buxlow completing his induction as Buxlow's School Dog. Albert is nearly 4 years old and has been going to school with Mrs McLelland since he was 9 weeks old, so he is very used to all the noises, fuss and attention and is very calm around the children.

He has visited the Nursery children who said his fur is very soft and that he is friendly. Year 6 welcomed him to the school with great care and enthusiasm. He had lots of cuddles and belly rubs from the staff and has discovered the route to the park at the top of the road. All the pupils got to meet him in assembly and Year 5 fed him treats!

When he is in School, Albert will spend most of the day with Mrs McLelland in her office and will visit the classrooms from time to time to listen to the children read or to join Mrs McLelland's lessons when she is teaching.

There is a thorough risk assessment in place to ensure that Albert, the staff and the children are safe and comfortable at all times.



Schnauzers do not shed their fur which is why Mrs McLelland chose this breed. If your child has an allergy to dog fur, please let us know so that we do not allow contact.



Reception



In French lessons, the children have been learning to count to 6 using a dice. This interactive activity has not only made learning fun but has also helped the children develop their numeracy skills in French. Additionally, they have been learning the names of farm animals in French, such as "le lapin" (rabbit), "un cheval" (horse), and "un cochon" (pig). This has expanded their vocabulary and introduced them to new language concepts.

In math, the focus has been on addition. The children have been introduced to the concepts of "part" and "whole" numbers, which helps them understand how parts make a whole. They have also been introduced to the symbols for addition (+) and equals (=). This understanding will be beneficial as they continue to learn about bonds, addition, and subtraction in the coming weeks. To reinforce their understanding of addition, the children have been using manipulatives to complete part-whole numbers with up to two parts. This hands-on approach allows them to visualize the addition process and develop a deeper understanding of the concept. They have also been using a number line to complete addition sums and write fact families addition sentences. These activities not only strengthen their math skills but also promote critical thinking and problem-solving.

In English, the children have been learning a short story called "Hedd saves the day". This story revolves around a police officer's first day at work and all the good things he does for the community to keep people safe. Through this story, the children have not only enjoyed a captivating narrative but have also explored key vocabulary to enhance their sentence structure. In addition to learning about the story, the children have also delved into the different uniforms and modes of transportation used by the police and why they are important. To further enhance their understanding, the children have engaged in role play activities using props and costumes to act out different scenarios. This has not only helped them build their confidence but has also deepened their knowledge of the topic. Furthermore, the children have been given the opportunity to unleash their creativity by creating props using recycled materials. This activity not only enhances their fine motor skills but also fosters their imagination and creativity. As a class, we have also created a story map and written down the key vocabulary related to the story. This exercise has helped the children visualize the story's structure and reinforce their understanding of the vocabulary. Moreover, the children have been encouraged to create their own stories using the skills and knowledge they have acquired. This has allowed them to express their imagination and further develop their language skills.

In LAMDA, the children have been exploring the theme of "people who help us". They have been learning about different professions and the important roles these individuals play in our society. To make the learning experience more interactive, the children have been creating statues of these people and acting out actions for their peers to guess. This activity not only enhances their understanding of the different professions but also encourages their creativity and imagination. Additionally, the children have been engaged in role-playing activities based on a made-up story. In this story, the children collectively use their imagination to create a scenario where they have lost something and a police officer comes to their rescue. Through this activity, the children have not only explored vocabulary related to the story but have also delved into emotions and how to express them. This exercise helps the children use their imagination, express their ideas, and develop their communication skills.

Year 1

Students in Year 1 are continuing their study of fairy tales. They are learning to identify the problem and solution. In addition, children are developing their writing skills and have spent the week, writing a personal narrative on what it would be like to live in a snow globe.

In maths, Year 1 children are continuing to study place value and addition. They are learning to add three numbers together as well as make number bonds for 8 and 9.

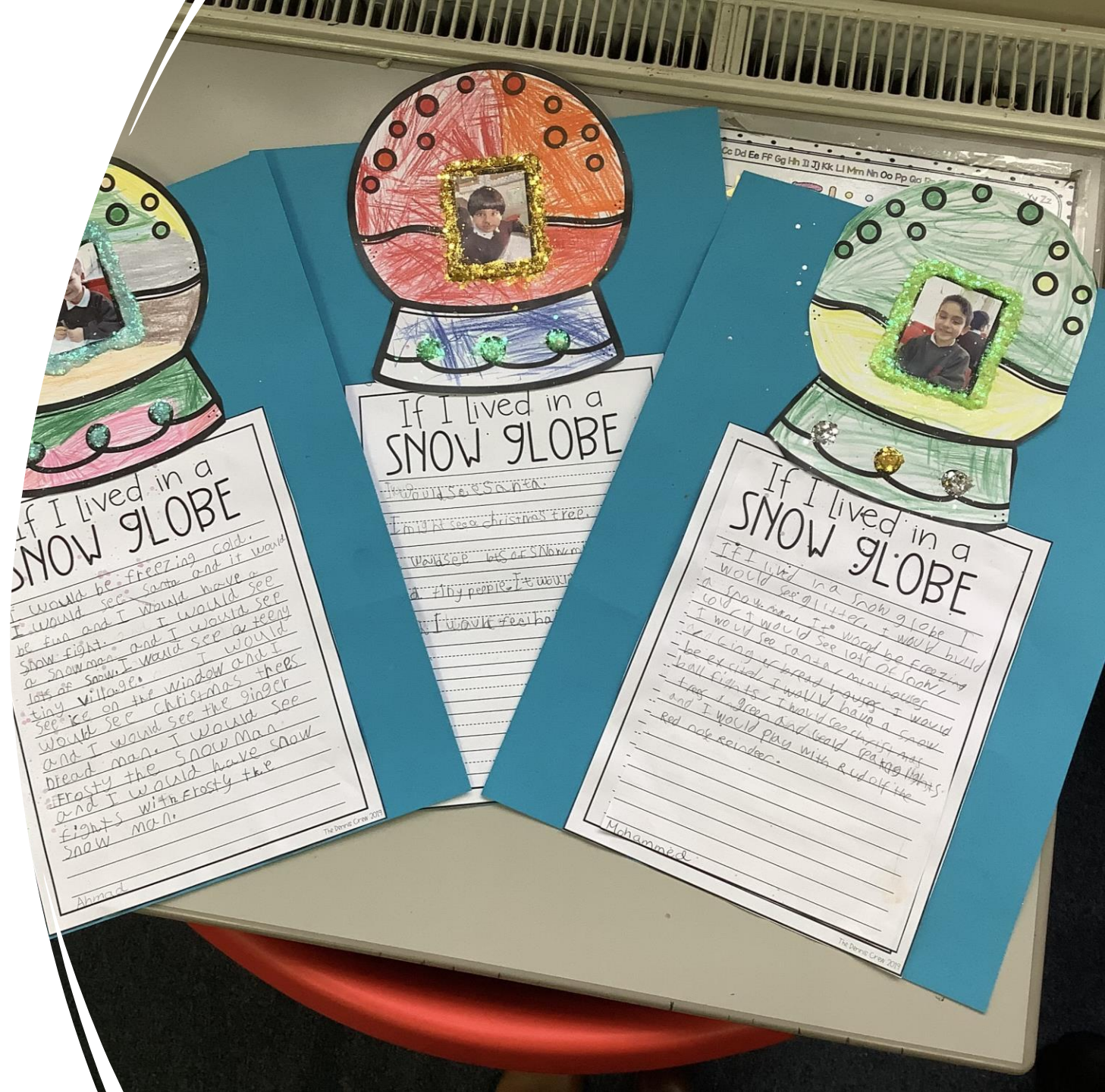
In addition, children spent time this week learning about Chinese New Year and the year of the dragon. They worked hard, creating paper dragons in Art class.

Questions to ask your child:

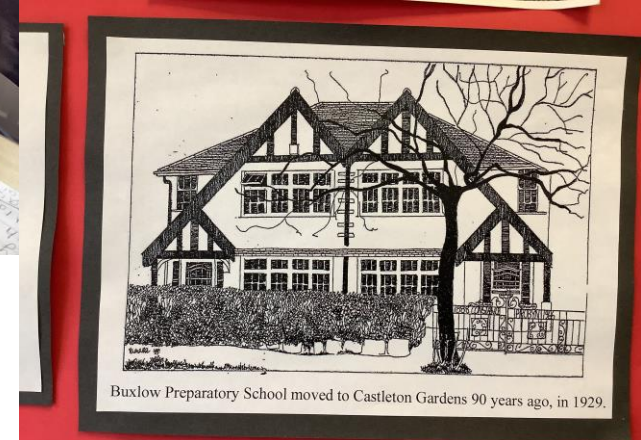
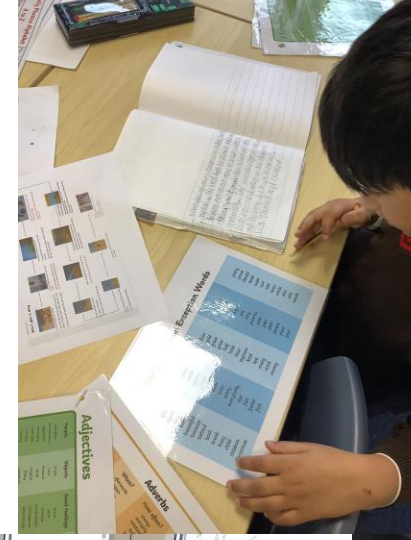
Can you describe the problem and solution in any fictional story at home?

Do you remember anything about Loch Ness? Where is it located? What is the name of the monster? What does Loch mean?

How do people celebrate Chinese New Year?



Year 2



This week, Year 2 have been focusing on enhancing their writing skills! We've been putting our knowledge of verbs, adjectives, adverbs, suffixes, connectives, and conjunctions to good use and have been working hard to produce excellent work using what we have learnt. In Maths, we've been tackling the rules of operations, with a special focus on multiplication and division. Year 2 have been working super hard to solve word problems and even challenging themselves to do it all without manipulatives! In History, we have been on a fascinating journey exploring the history of our school. Our research project is all about the history of Buxlow Preparatory School, and the children are enjoying learning about the school's rich past, as well as the exciting names of our head teachers!

In French, Year 2 have been learning to name items of clothing. They read a book about a wolf who gets dressed and they made their own to read to each other. They also revised their colours vocab while colouring the clothes.



Year 3

A busy week is afoot in Year 3 as we have been starting new topics in Maths and English. We are working to really consolidate our fluency in all times tables so we can apply them confidently to other problems. In English we began our Non-Chronological reports topic by ensuring we could write different sentence types, such as compound and complex, using different types of conjunctions.

In other curriculum areas we learned about the three types of skeletons in Science, mountainous areas of the UK in Geography, and wrote fact files on London in the past for History. We also continued our exploration on the origins of Hinduism.

We also enjoyed our trip to the British Museum alongside Year 4 and 5 on Thursday – a wonderful time was had by all as we learned about Prehistory, and how archaeologists find out about the past without written sources to give them information! We were given challenges by our facilitator, Vanessa (who recommended we all give Time Team a try!), which really got us thinking. We had to sort items found at digs into the categories animal, vegetable or mineral to understand why inorganic items form the majority of objects found. We created living timelines of replica objects and were even shown how to handle real objects safely by museum volunteers – these were up to 5000 years old!

Before leaving we explored other parts of the museum related to KS2 topics. We were fascinated by Anglo-Saxon artefacts found at Sutton Hoo and the wonderful collection of Viking metal jewelry. Ms Stanton set us a challenge to see how many items in the Roman Britain gallery came from her native Cumbria (spoiler alert: there were a lot!) and we ended the day by looking at Ancient Egyptian statues and sarcophagi covered in hieroglyphs, as well as the world-famous Rosetta Stone. What a day!

Year 4

- In Maths, Year 4 have been working really hard on our mental maths questions and discussing the best way to solve them as they can be quite challenging, so it is good to understand a range of strategies.
- English has been really fun this week! Year 4 have been using their imagination to write a poem about their dreams. Exciting times as these poems will be submitted to Young Writers.
- RE has been focused on learning about Buddhism, fantastic research done by all, and some interesting facts found.
- The British Museum trip was a huge success and Year 4 enjoyed the visit with Year 3 and Year 5 learning about Prehistory and archaeologists.



Year 5



- In RE with Mrs McLelland, Year 5 have started their independent research project for the term. As they have now covered the major world religions, the pupils are working on creating a fact book about a religion of their choice and will present their work in a special project book.
- On Thursday, Year 5 went on an action-packed trip to the British Museum with Years 3 & 4. The children spent the morning completing a worksheet pack looking at artefacts from Ancient Greece, which is the topic they are studying in History this term. After lunch, they attended a workshop, run by an archaeologist, looking at how artefacts are found, dug up and dated. It was fascinating! Finally, we had time to nip upstairs to the room about Ancient Japan, which they studied last term and were able to see an original samurai outfit as well as other wonderful Japanese artefacts. It was a fantastic day and there was so much more to see and do but that will have to wait until next time.



Year 6

- In English we have been practising reading, speaking and writing through a range of activities and genres. We are practising metacognitive reading in many difficult texts linked to other areas of the curriculum. We reviewed adverbials and relative clauses in this poetry unit and are aiming to incorporate them into our poems. We have started debate lessons once a week as well to improve public speaking and continue fine-tuning our persuasive thinking.
- In Maths, we have started reviewing the four operations and special numbers by solidifying our addition and subtraction skills with some challenging reasoning questions.
- In History we looked at why the English had a policy of appeasement before WW2. We read four different reasons and then ranked them according to what we personally thought were the most and least important reasons and justified why. Take a look at one: do you agree?

Monday 22nd January 2024

Neville Chamberlain

QA: What do you think is the ~~worst~~ most important reason for appeasement?

Summary: The UK ~~and~~ and France were extremely very desperate to fight

Resource on Appeasement

Reasons why the British government appeased Hitler

Memories of the First World War - The United Kingdom and especially France were extremely reluctant to fight due to the psychological trauma resulting from having witnessed the mass deaths of vast numbers of young people. For example, many British urban centres lost up to 40% of all young men; many families lost all their sons and most young male relatives. King George V famously said that he would rather abdicate and stand in Trafalgar Square in central London, singing The Red Flag* (*the Marxist and communist anthem) than allow his country go through another war like 1914-1918.

I think this is important because people had lost their families and war is not good because if it would have been hard to be so going through it again would be hard

Fear of strategic bombing - In 1934 the British MP Stanley Baldwin declared that "I think it is well for the man on the street to realize that there is no power on earth that can protect him from being bombed.....the bomber will always get through." Bombers were widely viewed as unbeatable superweapons capable of penetrating any country's defences - comparable to how nuclear missiles are viewed today.

Failure to recognize the evil of Nazism - It was not immediately obvious that the Nazi regime in Germany was worse than the other dictatorships which ruled Central and Eastern Europe in the 1930s. Even Winston Churchill, while recognizing the military threat posed by a re-armed Germany, was slow to recognize the inherent evil of Nazism itself. As late as 1938 he wrote to The Times that "I have always said that I hoped if Great Britain were beaten in a war we should find a Hitler who would lead us back to our rightful place among nations". Even if a 1938 war against Germany was won, the most likely regime to replace the Nazis would be a military dictatorship - not an obvious improvement on the Nazi regime, as far as could be ascertained at the time. Alternatively, a post-Nazi Germany could have swung leftward, forcing the Western democracies to fight a German-Soviet alliance.



ILG Photography Competition 2024

- All pupils in Nursery through to Year 6 are invited to participate in the ILG Photography Competition.
- Deadline for all submissions to be sent to Buxlow: Wednesday 28th March 2024.
- Please email entries to h.hamilton-turner@buxlowschool.org.uk

Photography Competition 2024



On the theme of

Movement

Competition Rules:

- The photograph must be taken by a pupil
- No digital editing allowed
- One entry max per pupil

Categories:

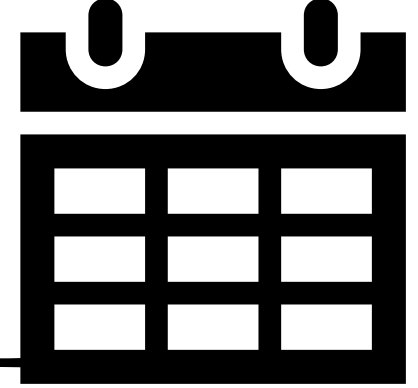
- Early Years
- Year 1/2
- Year 3/4
- Year 5/6
- Year 7/8

The competition will be judged by professional photographer **Jon Cartwright**. Jon has photographed some of the world's most famous people and his work has appeared in all major UK newspapers and most popular magazines. He has also exhibited in galleries including the Saatchi and the National Portrait Gallery, and featured in the British Journal of Photography.
www.joncartwright.com

The winning photograph in each category will receive a £20 book token. The overall winner of the competition will receive a £30 book token. Results will be announced Week Beginning 18th March. Winning and runner up entries will be displayed in a virtual gallery.

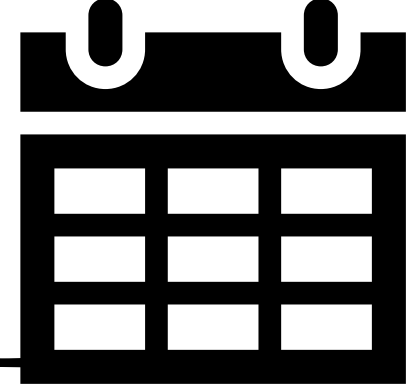
Closing Date: Friday 1st March

Dates for your diary * new dates



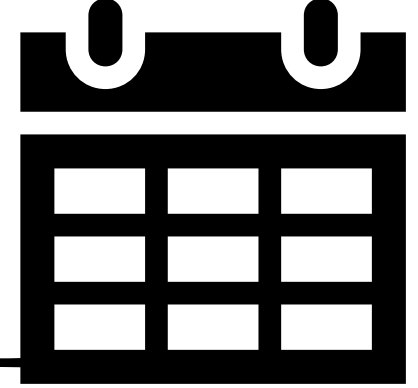
- Wednesday 31st January - Police visit to Reception Class
- Thursday 1st February - Year 5 & 6 Football Tournament 09:00 - 10:30 Wear Sports Kit. Swimming as normal in the afternoon
- Monday 5th February - Children's Mental Health Week
- Wednesday 7th February - Safer Internet Day, ILG Parent Workshop on Teams at 19:00
- Friday 9th February - Chinese New Year celebration - The Year of the Dragon
- Monday 12th - Friday 16th February - Half Term for pupils in R, 1, 2, 3, 4, 5 & 6
- Monday 19th February - Years 3 & 4 to National Gallery (all day). Please wear full winter uniform and bring a disposable packed lunch.

Dates for your diary



- Tuesday 20th February – Year 6 to Natural History Museum
- Tuesday 20th February – Year 1 & 2 to Transport Museum
- Friday 23rd February – Dress up in your House Colours
- Monday 26th February – 09:00 – 10:30 Open Morning for Prospective Parents
- Wednesday 28th February – Nursery Parents Stay & Play
- Thursday 7th March – International Women's Day
- Friday 8th March – World Book Day – Dress up as your favourite book character
- Monday 11th March – Parents' Evenings this week
- Wednesday 13th March – Year 5 & 6 to National Gallery
- Friday 15th March – Science Week Rotation Day

Dates for your diary



- Wednesday 20th March - Year 3, 4 & 5 production of Oliver! 16:00 at The Lycee International de Londres, Wembley
- Thursday 21st March - World Poetry Day: Buxlow Poetry Competition
- Friday 22nd March - 12:00 End of term for R, 1, 2, 3, 4, 5, & 6. Easter Break

- Summer Term starts on Monday 15th April 2024

Term dates for next academic year



BUXLOW
Preparatory School

TERM DATES - 2024/25

Autumn Term 2024

Monday 2nd & Tuesday 3rd September - Staff INSET
Wednesday 4th September - Start of Autumn Term
Half Term - Monday 21st October - Friday 1st November
Monday 4th November - Return to school
Friday 13th December - **End of Term (1200)**

Spring Term 2025

Thursday 2nd & Friday 3rd January - Staff INSET
Monday 6th January - Start of Spring Term
Half Term - Monday 17th February - Friday 21st February
Monday 24th February - Return to school
Friday 28th March - **End of Term (1200)**
Monday 31st March - Staff INSET

Summer Term 2025

Tuesday 22nd April - Start of Summer Term
Monday 5th May - May Day Bank Holiday
Half Term - Monday 26th May - Friday 30th May
Monday 2nd June - Return to school
Friday 11th July - **End of Academic Year (1200)**

E-Safety Workshop for Parents & Carers: Wednesday 7th February, 19:00

Please find below the Teams link to an ILG Parent Talk about **Keeping Children Safe Online**. This talk is for all parents with children in any Inspired Learning Group School. The talk will be suitable for parents and guardians with children from Nursery through to Sixth Form age. It will take place on **Wednesday 7th February 2024 from 7pm**, with the opportunity for questions after.

The talk will be presented by Alan MacKenzie, a well known esafety advisor with years of experience working with children and families and other key agencies in promoting and advising on keeping safe online. Please do click on the link below where Alan shares a short video on introducing himself and the key areas he will be covering.

<https://vimeo.com/801544412/48bc0eae86?share=copy>

I look forward to you joining the presentation, and no doubt we will all learn more on how to keep our children safe online.

Microsoft Teams meeting

Join on your computer, mobile app or room device

[Click here to join the meeting](#)

Meeting ID: 346 594 079 312

Passcode: hw6RJK

[Download Teams](#) | [Join on the web](#)



ILG Refer a Friend Scheme

Did you know you could receive up to £750 rebate on your fees by referring friends and family to Buxlow?

For every family that you refer whose child/children join, and completes at least two full terms, you will receive a rebate on future fees, as a thank you.

Buxlow community is special and unique, and we want to share it with as many families as possible. By referring your friends and family, you are not only helping our school grow, and expand our facilities, but also giving others the opportunity to experience the same high-quality education and supportive community we strive to provide.

If you have someone in mind who has not yet contacted us, but would welcome our call, simply provide their contact details to the School and we will take care of the rest. The rebate will be paid once the child / children referred have completed two terms at Buxlow.

Thank you for your continued support, we look forward to welcoming new families to our school.



BUXLOW

Independent Preparatory School

Come and join us at our Open Day
Monday 26 February 9-11am

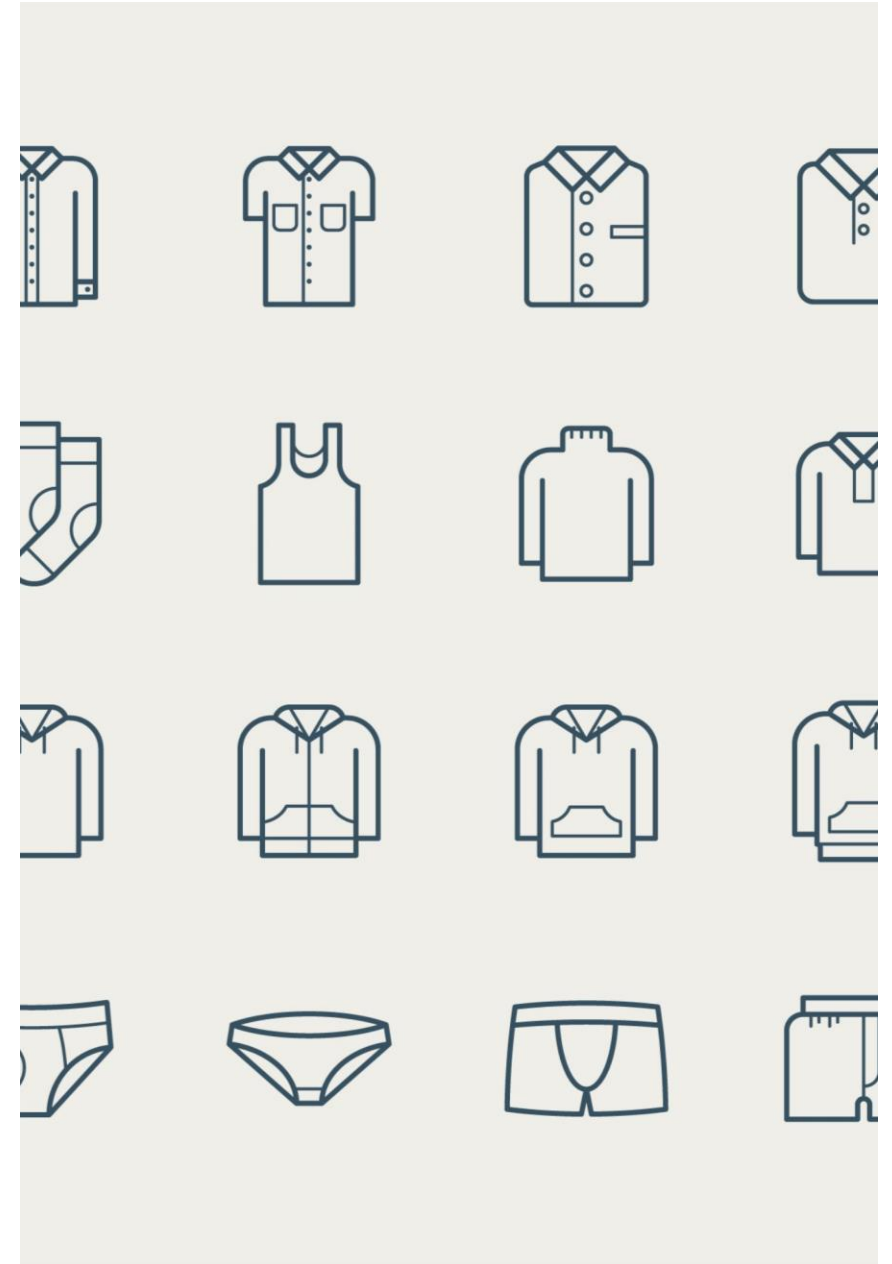


Book your place online at www.buxlowschool.org.uk

or email: admin@buxlowschool.org.uk

2nd Hand Uniform

If you have any items of Buxlow uniform that your child has outgrown, and that are in good condition, please do consider donating them to the school for resale to Buxlow families.



Advertising Space Available

If you would like to advertise your small business or a community event here, please
contact Mrs McLelland

Head@buxlowschool.org.uk

Key contacts:

- Headteacher: Mrs McLelland – head@buxlowschool.org.uk
- Administrator: Ms Shipp – admin@buxlowschool.org.uk
- Designated Safeguarding Lead: Mrs Zaman –
N.zaman@buxlowschool.org.uk
- Nursery Manager – Mrs Gercosne Tama
nursery.manager@buxlowschool.org.uk



