



# Leonard's Life



Issue: 28

26th April 2024

## A note from Miss Roberts.....

There have been lots of exciting events taking place in school this week. A group of children in Y5/6 have been working alongside some staff from Perkins factory with help from Mr D to build the school's goblin car. We're all looking forward to seeing the finished product; it's looking great so far!

Two of our children in Y2 have been involved in filming for a special attendance campaign called Heroes. We look forward to seeing them star in the final campaign material!

## STIKINS® NAME LABELS

Literally hundreds of pounds worth of unclaimed, unnamed clothing goes to the charity shop at the end of every term.

Naming your child's clothing can really save you money! Just add in your NEW name labels - which you can buy by clicking on the link below... And remember to enter our school fundraising code when prompted: **20390** and St Leonard's will earn 30% commission!!!

<https://www.stikins.co.uk/name-labels/>

## School AWARDS

w/c 22/04/24	Class Award	Presentation Award	Punctuation Award
Year N	Amir		
Year R	Faye		
Year 1	Charlie	Lola	Remi
Year 2	Poppy	Emilia	Krisshiv
Year 3	Ollie W	Hunter	Aria
Year 4	Ashton	Victoria	Amelia
Year 5	Summer	Hugo	Emma
Year 6	Flynn	Millie	Annie

Well done everyone!



## Attendance Matters

Every student. Every day.

w/c 15/03/2024		w/c 22/04/2024	
Class	Attendance %	Class	Attendance %
R	92.67	R	92
1	89.31	1	90.34
2	98.28	2	97.59
3	95.81	3	94.52
4	92.50	4	92.50
5	92.26	5	96.13
6	96.33	6	95.33

<b>May 2024</b>	
Monday 6 <sup>th</sup> May	Bank Holiday – School closed
Mon 13 <sup>th</sup> to Fri 17 <sup>th</sup> May	Year 6 children to complete their SATs. We kindly ask Y6 parents not to book any holidays during this week.
Friday 17 <sup>th</sup> May	9am – Special celebration assembly Parents will be contacted the week before if their child has been chosen for an award
Monday 20 <sup>th</sup> May	Sports Enrichment Day – all children to wear their school PE kit
Monday 20 <sup>th</sup> May	9:15 am Parent Forum meeting in school – everyone welcome
Friday 24 <sup>th</sup> May	School closes– last day of half term
Mon 27 <sup>th</sup> May to Fri 31 <sup>st</sup>	School closed – half term
<b>JUNE 2024</b>	
Monday 3 <sup>rd</sup> June	INSET Day – School closed for pupils
Monday 3 <sup>rd</sup> June for two weeks	Y4 Multiplication Check We kindly ask Y4 parents not to book any holidays during this period.
Tuesday 4 <sup>th</sup> June	School reopens for pupils
Mon 10 <sup>th</sup> to Fri 14 <sup>th</sup> June	Year 1 children to complete their Phonics Screening Check. We kindly ask Y1 parents not to book any holidays during this week.
Tuesday 11 <sup>th</sup> June	6:00 pm – Parent information meeting for new Nursery and Reception parents
Friday 14 <sup>th</sup> June	School Discos after school
Friday 21 <sup>st</sup> June	Sports Day - Children to wear school PE kit to school 9.15 - 9.45am: Nur/Rec 10:00 - 11:00 am: Y1/Y2 11:00 am – 12:00 pm: Y3/Y4 2:00 -3:00 pm: Y5/Y6
Thursday 27 <sup>th</sup> June	Non-uniform in exchange for donations of tombola gifts for the Summer Fayre
Friday 28 <sup>th</sup> June	Reserve Sports Day - Children to wear school PE kit to school
<b>JULY 2024</b>	
Monday 1 <sup>st</sup> July	Sports Enrichment Day – all children to wear their school PE kit
Friday 5 <sup>th</sup> July	School Reports to go home
Monday 8 <sup>th</sup> July	3:30 pm - Meet the New Teacher meetings for children moving into Y1 to Y6
Thursday 11 <sup>th</sup> July	Drop-in Parents' Evening – no appointments needed
Friday 12 <sup>th</sup> July	9am – Special celebration assembly Parents will be contacted the week before if their child has been chosen for an award
Monday 15 <sup>th</sup> July	9:15 am Parent Forum meeting in school – everyone welcome
Wednesday 17 <sup>th</sup> July	1:45 pm – Y6 Leavers' Play and presentation 5:00 – 7:00 pm – Y6 Leavers' party in school
Thursday 18 <sup>th</sup> July	Y1 and Y2 Visit to the Ancient High House - please make your payment on ParentPay
Friday 19 <sup>th</sup> July	Non-uniform Day - £1 donation for school fund Last Day of term - School closes for Summer Holidays
Monday 22 <sup>nd</sup> July	INSET Day – school closed for pupils
<b>SEPTEMBER 2024</b>	
Monday 2 <sup>nd</sup> September	INSET Day – school closed for pupils
Tuesday 3 <sup>rd</sup> September	School reopens for pupils

# Sporting Events

Last week, three St Leonard's teams took part in the Stafford and District Football Tournament at Leasowes Primary School. On Tuesday, our Year 4 team played brilliantly against the other 3 teams in their group and only just missed out on going through to the semi-finals. Our Year 5 team on Wednesday, came even closer to reaching the next stage, not losing a single game but just missing out! Finally, on Thursday afternoon, our Year 6 team played - their last time for our school. They displayed fantastic skills and teamwork and were a credit to our school. Well done!

Thank you to all of the parents and family members for transporting the children and cheering us on from the side lines., your support is greatly appreciated.





## Summer Term After School Clubs

Club	Year	Day	Teacher
Commando Joe's	All	Monday 8:00—8:50 am Monday 3:25—4:15 pm	CJ's instructor *charge* Starting 22/04/24
German	3/4/5/6	Tuesday 3:25—4:15 pm	Miss Roberts Starting 16/04/24
Phonics	1	Tuesday 3:25-4.15pm	Miss Jones 16/04/2024
Gardening Club	3 & 4	Tuesday 3:25-4.30pm	Mrs Howell 23/04/2024
Lego	1 & 2	Wednesday 12:45—1:15 pm	Mrs Hitchen Starting 17/04/24
Art	1 & 2	Wednesday 3:25—4:15pm	Miss Ball Starting 17/04/24
KS2 Sports	3/4/5/6	Wednesday 3:25—4:15 pm	Miss Bird and Miss Cooke Starting 17/04/24
Coding Club	3 & 4	Thursday 3:25—4:15 pm	Miss O'Neill Starting 18/04/24
Choir	3/4/5/6	Thursday 3:25—4:30 pm	Miss Bayliffe Starting 18/04/24
Dappa Dance	All	Friday 3:25—4:30 pm	Dappa Dance *charge* Starting 12/04/2023

## TAKEHOME



Can you learn to persevere?

## In the news this week

Scottish runner, Jasmin Paris, has become the first female runner to complete what is thought by many to be the world's toughest race. Jasmin is one of only twenty people to have successfully completed the Barkley Marathons in Tennessee, USA. She crossed the finish line in March with less than 100 seconds to spare before the 60-hour cut-off time. Jasmin said she wanted to inspire others and test the limits of her capabilities.

### Things to talk about at home ...

- > Can you imagine how Jasmin might have felt when she finished the event? Make a list of the different feelings you believe she may have had.
- > Can you think of a time when you found something really difficult? Were you able to complete the challenge or task? Talk about the experience and what you learned from it.

Please note any interesting thoughts or comments



## Passport Challenge

Well done to the following Nursery children who have completed their passport challenge this week:

Eli, Miles, Henry, Jeremiah

Liam, Cody, Bilal, Jacob

Amir, Brody, Alfie

**Well done everyone!**

## Reception

### Brain Challenge



Well done to the following Reception children who have completed all their brain challenges this week:

Seb, Elena, Gracie, Minnie

Faye, Lillie E, Hetty, Lili P

Penny, Pippa

**Well done everyone!**

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## Girls Cricket Coaching

at

Stafford Cricket Club

Riverway, Stafford, ST16 3WD

aged 5 to 9 years old

Starting on April 19th

Every Friday 6.00-7.30pm

Free Sessions Available

All Kit Supplied

Join The Club and Get a Girls Training Top  
Absolutely Free

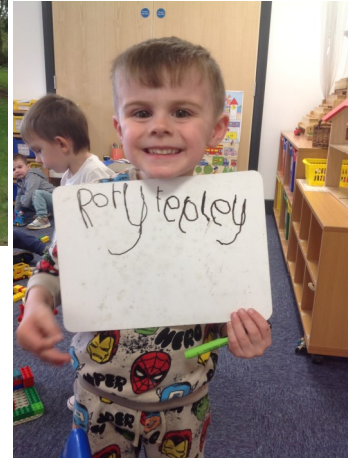
Enjoy Softball and make New Friends

Book a place on 07736 998752



## Nursery

The theme this term in Nursery is 'The Great Outdoors'. We have learnt all about 'Spring' and 'The Woods' over the last two weeks. We had the opportunity to spend some time in the conservation area on a Welly Walk to look for signs of Spring. We also spent a whole afternoon in there exploring and collecting objects that we have found such as feathers, pine cones, flowers, leaves, blossom and pebbles. The children who are moving to Reception in September have started to learn phonics, so far we have learnt the sounds s,a,t,p,i,n. We are trying hard to write our names and some of us are now working on writing surnames.



## Reception

Our story focus this week in Reception has been 'The Little Red Hen'. I have been amazed with some of the learning that has been happening, the children have thoroughly enjoyed this story. We have made some masks to retell the story indoors and outdoors, created farm yards for the little red hen to live and produced lots of fantastic writing based on the story. Well done Reception.

## Year 1

Year 1 have been continuing to learn about plants in Science. This week we have planted our own sunflower seed and we are holding a sunflower competition to see who can grow the tallest plant. We have also been in the Woodland Walk labelling parts of plants and looking at the difference between wild plants and garden plants. We also enjoyed our playtime in the area digging for treasure, making potions and rolling down the hill.





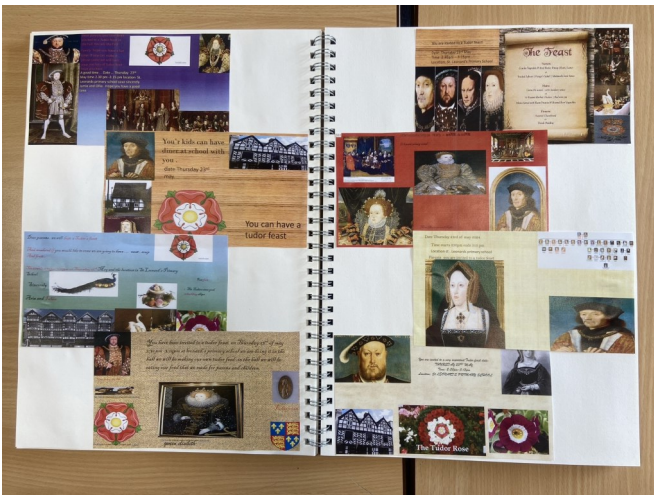
## Year 2

In Year 2 the children have been planting peapod and sunflower seeds to investigate which will grow the fastest. The children predicted that the sunflower seeds will grow faster – we will measure them each week to check their progress! The children learnt about Samuel Pepys in English and wrote a diary entry, pretending they were alive at the time of The Great Fire of London. They also ordered a timeline of events during the fire and thought about the reasons why it spread so quickly.



## Year 3

Year 3 have been working very hard to produce a Tudor style invitation on the computers. They used their copy and paste skills to including Tudor pictures and facts and used their document editing skills to make them look great! They changed the style and colour of the font, selected a background colour, and typed all the information they needed. Then year 3 printed them off to give to their parents. Hopefully we will have lots of adults attend the Tudor feast in May.



## Year 4

Y4 have had another busy couple of weeks whilst we get really stuck into our new learning for the summer term. Y4 children have started to learn to play the recorder this term and we are really excited to hear and see their progress. We have been continuing to write from the perspective of Henry VIII and the children have enjoyed imagining what it would have been like to be in his role - and of course adding some silly elements too!! We are excited to write these up next week and share at our Tudor Feast and Gallery. We have also started our leaderboard for TT Rockstars and nearly all of the children have now gained a rock star status. Keep it up year 4! You all have the ability to climb to the top!



## Year 5

The last two weeks have been filled with fun and learning in Year 5. We launched our summer term topic, 'Can small changes make a difference?', with a WOW Day in the Woodland Area in the school grounds. The children had the opportunity to make shelters, collect litter, make art from nature and work with clay. The sun shone and we had a great time, learning outdoors. Last week, we made burgers as part of our D.T. project. We chose how to season and flavour our burgers and practised our cutting and chopping skills, preparing salad to go in the rolls. All of the children showed how sensible they can be and how skilled they are at preparing a meal.



## Year 6

Over the past two weeks, Year 6 have been working extremely hard in preparation for their SAT's. They have been expanding their knowledge further in Maths, learning about angles within different shapes and coordinates on four quadrants. I must say, I am very proud of how quickly they have grasped new concepts! In English, we have begun writing a non-chronological report using all of our knowledge about New York. We are using a range of structural features to organise our writing as well as some very tricky grammar which we have mastered perfectly. Alongside all of this hard work, we have watched *The Boy in the Striped Pyjamas* to further develop our knowledge of WW2 and understand the impact of this around the world. I am very proud of Y6 and all their efforts over the past few weeks. I look forward to seeing them continue to flourish in the weeks to come.

## Leo's Den

This week the children have taken part in an art activity around the theme of Spring. They designed a tree covered in blossom. They learnt that the blossom turns into a fruit. The children helped each other to paint their hand and forearm with brown paint, then print it on to the paper. The children used cotton buds to create the blossom.





# What Parents & Carers Need to Know about

# WHATSAPP

AGE RESTRICTION  
**13+**

With more than two billion active users exchanging texts, photos, videos and documents, as well as making voice and video calls, WhatsApp is the world's most popular messaging service. Its end-to-end encryption only allows messages to be viewed by the sender and any recipients: not even WhatsApp itself can read them. This privacy issue has been in the spotlight recently, as the UK's Online Safety Bill proposes to end such encryption on private messaging; WhatsApp is unwilling to do so and has reportedly considered withdrawing its service in the UK should this legislation go ahead.

## WHAT ARE THE RISKS?

### EVOLVING SCAMS

WhatsApp's popularity makes it a lucrative hunting ground for scammers. Recent examples include posing as the target's child, requesting a money transfer because of a spurious 'emergency'. Plus a scam where fraudsters trigger a verification message by attempting to log in to your account, then (posing as WhatsApp) call or text to ask you to repeat the code back to them, giving them access.

### CONTACT FROM STRANGERS

To start a chat, someone only needs the mobile number of the WhatsApp user that they want to message. If your child has ever given their number out to someone they don't know, that person could then contact them via WhatsApp. It's also possible that your child might be added to a group chat (by one of their friends, for example) containing other people that they don't know.

### FAKE NEWS

WhatsApp's connectivity and ease of use allows news to be shared rapidly – whether it's true or not. To combat the spread of misinformation, messages forwarded more than five times on the app now display a 'Forwarded many times' label and a double arrow icon. This makes users aware that the message they've just received is far from an original ... and might not be entirely factual, either.

## ONLINE

### 'VIEW ONCE' CONTENT

The facility to send images or messages that can only be viewed once has led to some WhatsApp users sharing inappropriate images or abusive texts, knowing that the recipient can't re-open them later to use as evidence of misconduct. People used to be able to screenshot this 'disappearing' content – but a recently added WhatsApp feature now blocks this, citing increased privacy.

### CHAT LOCK

Another new option allows users to store certain messages or chats in a separate 'locked chats' folder, saved behind a passcode, fingerprint or face ID authentication. The risk here is that this function creates the potential for young people to hide conversations and content that they suspect their parents wouldn't approve of (such as age-inappropriate material).

### VISIBLE LOCATION

WhatsApp's 'live location' feature lets users share their current whereabouts, which can be helpful for friends meeting up or parents checking that their child's safely on the way home, for example. However, anyone in your child's contacts list or in a mutual group chat can also track their location – potentially letting strangers identify a child's home address or journeys that they make regularly.

## Advice for Parents & Carers ...TYPING...

### EMPHASISE CAUTION

Encourage your child to treat unexpected messages with caution: get them to consider, for example, whether the message sounds like something a friend or relative would really send them. Make sure they know never to share personal details over WhatsApp, and to be wary of clicking on any links in messages. Setting up two-step verification adds a further layer of protection to their WhatsApp account.

### ADJUST THE SETTINGS

It's wise to change your child's WhatsApp settings (go to 'Privacy', then 'Groups') to specify which of their contacts can add them to group chats without needing approval: you can give permission to 'My Contacts' or 'My Contacts Except ...'. Additionally, if your child needs to use 'live location', emphasise that they should enable this function for only as long as they need – and then turn it off.

### THINKING BEFORE SHARING

Help your child to understand why it's important to stop and think before posting or forwarding something on WhatsApp. It's easy – and all too common – for content to then be shared more widely (even publicly on social media). Encourage your child to consider how an ill-judged message might damage their reputation or upset a friend who sent something to them in confidence.

### CHAT ABOUT PRNACY

Some parents like to check in with their child about how they're using WhatsApp, explaining that it will help to keep them safe. If you spot a 'Locked Chats' folder, you might want to talk about the sort of chats that are in there, who they're with and why your child wants to keep them hidden. Also, if your child has sent any 'view once' content, you could discuss their reasons for using this feature.

## Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



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# What Parents & Educators Need to Know about ENERGY DRINKS

## WHAT ARE THE RISKS?

Energy drinks are highly caffeinated beverages often consumed for a quick energy boost. However, excessive intake can lead to health risks like increased heart rate and sleep disturbances. Statistics underline these products' popularity among young people – many of whom consume them regularly. Here's our expert's advice on addressing the concerns surrounding energy drink consumption in adolescents.

### HIGH CAFFEINE CONTENT

Most energy drinks contain high levels of caffeine: often much more than a typical cup of coffee or fizzy drink. Excessive caffeine consumption can lead to increased heart rate, high blood pressure, anxiety, insomnia, digestive issues and – in extreme cases – even more severe conditions. For children and adolescents, whose bodies are still developing, excessive caffeine intake can be particularly harmful.

### INCREASED RISK OF HEART PROBLEMS

The combination of high caffeine levels and the other stimulants found in energy drinks can put extra strain on the cardiovascular system. Potentially, this could lead to irregular heart rhythms, palpitations and increased future risk of heart attack – especially in individuals who have an underlying heart condition.

### IMPACT ON MENTAL HEALTH

The significant levels of caffeine and sugar in energy drinks can exacerbate anxiety, nervousness and even – in susceptible individuals – contribute to panic attacks. Additionally, the crash that often follows the initial energy boost can actually make mood swings worse and possibly lead to feelings of depression and irritability.

### DISRUPTED SLEEP PATTERNS

Consuming energy drinks, especially during the afternoon or evening, can disrupt normal sleep patterns. The stimulating effects of caffeine can make it difficult for children and young adults to fall asleep – leading to insufficient rest and its associated health risks, including impaired cognitive function, mood disturbances and decreased academic performance.

### LINKS TO SUBSTANCE ABUSE

Some research has suggested a correlation between energy drink consumption and higher rates of alcohol and drug use among young adults. Young people may mix energy drinks with alcohol, mistakenly believing that the energy drinks' stimulant effects will counteract the sedative nature of alcohol. This combination, however, can be dangerous and increase the risk of accidents, injuries and alcohol poisoning.

### POTENTIAL FOR DEPENDENCY

Frequent consumption of energy drinks can lead to tolerance – meaning that individuals may need to consume increasing amounts to continue achieving the desired effects. This can potentially lead to dependency and addiction, especially in younger individuals who may be more vulnerable to addictive behaviours.

## Advice for Parents & Educators

### LIMIT CONSUMPTION

It's wise to educate young people about the potential risks related to energy drinks, emphasising the consequences of excessive caffeine consumption. Encourage healthier alternatives like water, herbal teas or natural fruit juices. You can model healthy behaviours by restricting your own consumption of energy drinks and creating a supportive environment for informed choices.

### PROMOTE HEALTHIER HABITS

Schools can help with this issue by including discussions about the possible dangers of energy drink consumption into their health education curriculum. Encourage children and young adults to critically evaluate the marketing messages they see and make informed choices about their health. Teachers could also provide resources and support for children to identify healthier alternatives.

### ADVOCATE FOR REGULATION

If this is something you're particularly passionate about, you could work with local health organisations and policymakers to advocate for regulations on energy drink sales to children and young people. Raise awareness among parents, educators and community members about the potential health risks associated with energy drinks and support initiatives promoting healthier options in schools and communities.

### SET A POSITIVE EXAMPLE

Adults can model healthy behaviours by visibly choosing alternative beverages instead of energy drinks. Maintain open communication with children and young adults about the reasons for limiting energy drink consumption – underlining the importance of balanced nutrition, adequate hydration and sufficient sleep for overall wellbeing and academic success.

### Meet Our Expert

Dr Jason O'Rourke, Headteacher of Washingborough Academy, champions food education and sustainability – and his school holds the Soil Association's prestigious Gold Catering Mark. Jason has spoken about food education at Westminster briefings and overseas. A member of the All-Party Parliamentary Group on School Food, he co-founded TastEd, a sensory food education charity.



Source: See full reference list on guide page at: [nationalcollege.com/guides/energy-drinks](https://nationalcollege.com/guides/energy-drinks)

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