



# HEADTEACHER'S WEEKLY BULLETIN

"For I know the plans I have for you... plans to give you hope and a future"  
Jeremiah 29:11

ISSUE NO. 20 : 6 Feb 2025

## DIARY DATES

- Tues 11 Feb Safer Internet Day  
9am-10am ICT and E-Safety Open Morning with Parent Information Session and open classrooms
- Thurs 13 Feb Tuck Shop after school
- Fri 14 Feb INSET Day—School closed for staff training
- Mon 24 Feb Back to school
- w/c 24 Feb St Peter's Science Week: Time
- Fri 28 Feb Science Week Dress Up Day
- Wed 19 Mar Ladybirds visit to Big Wood Estate

Dear Parents and Carers,

This week our Ladybird Class visited the North West Surrey Synagogue in Weybridge. Their visit was as informative and enjoyable as the Dragonflies' visit had been last week and, as promised, the children also got to learn some Jewish dancing as well as explore the different artefacts seen in a Synagogue. This was a wonderful opportunity to bring their learning to life and I think you can see this very clearly from the photos below. Thank you once again to the Friends who have covered the cost of this trip using funds raised at recent FOSP events.



- A Torah Scroll is the holiest book within Judaism, made up of the five books of Moses.
- There are 304,805 letters in a Torah Scroll.
- Each page has 42 lines.
- The Torah Scroll must be written by a specially trained pious scribe called a sofer.
- A sofer must know more than 4,000 Jewish laws before he begins writing a Torah Scroll.
- It takes about a year to write an entire Torah Scroll.
- Even a single missing or mishapen letter invalidates the entire Torah.
- The Torah used in synagogues today is written exactly the same way the Torah was written the very first time by Moses 3,300 years ago.
- The Torah is made of many sheets of parchment that are sewn together to make one very long scroll.
- The Torah is written by hand, each letter is inscribed and individually formed with a quill and specially prepared ink.
- It is thought that the Torah was originally written in letters of black fire (representing 'God is truth') upon a background of white fire (symbolizing *chesed*, the "loving-kindness of God") so the Torah scroll today must also be written with black ink on white parchment.
- The Torah is read at least four times a week in synagogues around the world.

The *aron kodesh* ("holy ark"), where the Torah Scrolls are kept, is situated in the front of the synagogue on a wall which allows you to face Jerusalem (and the Holy Temple) when you are stood in front of it. It is considered the holiest place in the synagogue. The ark is opened only during special prayers and when removing the Torah to read during prayer services. It is customary (but not obligatory) to stand when the ark is opened.



## KUNG HEI FAT CHOI

The children participated in some brilliant Chinese Dance workshops yesterday to celebrate Chinese New Year. They heard all about how the 12 animals of the Chinese zodiac were chosen – through a race across a river to the finish line on the shore. The children were fantastic when saying which animals won. They learned about the celebrations at Chinese New Year and why red is predominantly the colour seen at this time (it is seen as a lucky colour and able to ward off evil). They learned a Lion dance and a temple dance, and later used parasols, which was amazing. These were brilliant workshops for the classes, and they were all superb!



*"To learn to read is to light a fire" – Victor Hugo, Les Miserables*

As I walk around the classrooms it is always lovely to see the children reading or applying their phonic knowledge to sound out words for spellings. They love to talk about the characters within books or make inferences about the plot. This not only comes about from the hard work of the children and staff at school but through the continued support and commitment from parents and carers as well. We know you hear it all the time: it's important to read with your children. But why is that? And does it matter how—or when, or what—you read with them?

#### Why Is It Important to Read with Your Child?

Research has found that young children whose parents read to or with them daily have been exposed to at least 290,000 more words by the time they enter nursery than children who aren't read to regularly. And depending on how much daily reading time children get, that number can go up to over a million words. All that exposure likely makes it easier for children to expand their vocabularies and understand the variety of texts they'll need to read as they get older, both inside school and out.

#### Empathy and emotional awareness

Aside from language and literacy, reading is also an important tool for helping children develop empathy. As children read books about people whose lives are different from their own (and especially stories told from the perspectives of those people), they gain an appreciation for other people's feelings, as well as other cultures, lifestyles, and perspectives.

Books can also help children learn how to handle their own feelings in healthy ways. Seeing characters in books experience big emotions like anger or sadness lets children know that these feelings are normal — and gives them a chance to talk about their own difficult feelings, too.

Parents can use reading time as an opportunity to foster children's emotional awareness and build their toolkits for handling feelings: "Have you ever felt as angry as the girl in this book? What would you do if you did?"

#### The parent-child bond

Having time to read with a parent or caregiver isn't just about the activity of reading. It's about having consistent, focused time together, without other distractions or demands. Even a few minutes of reading together gives both you and your child a chance to slow down, connect with each other, and share an enjoyable activity.

What's more, that cosy time together has benefits for children's cognitive development, especially when they're younger. The sensory experiences of sitting with a caregiver, hearing that familiar voice, and feeling a book in their hands are all important for children's brain development.

#### Making it work for you

As important as reading together is, it doesn't have to be a picture-perfect routine. Reading at the same time every day — as part of a bedtime routine, for example — can be comforting and make it easier to build the habit of reading, but anytime your child is hearing language and connecting with you makes a difference.

Therefore what are the benefits of reading to children in a nutshell?

The benefits of reading with children include helping them build language skills, learn about the world, and develop empathy and emotional awareness. Reading together also provides an opportunity for parents and children to connect.

We will be putting a date in the diary in the summer term for a reading presentation to Busy Bee parents to explain how the importance of reading has a great impact not only on reading but on writing skills development as the children move into the Key Stage 1 curriculum.

In the meantime, there is a section on the [school website](#) with information to help you support your child's reading at home along with recommended reading lists for each year group should you wish to know more.



#### INTERNET SAFETY DAY: Tues 11 Feb

Please do come along and join us for what looks to be a very informative presentation by Alex Michael (Cassia and Karina's daddy) on Tuesday morning, 11 February, in the school hall at 9.05am, followed by a walk around the classrooms to see some of the ways the children use information technology in their learning. This is your opportunity to see how we incorporate age-appropriate digital learning into the curriculum and how we instil the importance of staying safe online for the children. We do hope you can join us.

#### MANIPULATIVE MARKETING IN MOBILE GAMES - BETTER INTERNET FOR KIDS

Children are increasingly becoming major components in the online games industry. Many games are deceptively pay to play, whilst claiming to be free. For most of these apps the download is free but most of the gameplay is locked. Free in the context of apps is a highly flexible term. Online gaming firms use the 'free' label to draw in players, whom when talking about minors may be attractive due solely to that quality. Money making tactics such as these, can be hard to detect even for adults. Their use of bright colours, distracting music and other methods can be highly persuasive in gaining players. Better Internet for Kids has crafted a learning module designed to explore digital marketing tactics. You will learn why companies use these tactics and how they can impact your child and their rights. You will also learn how you can support your child to spot and avoid these issues, as well as where you can seek help and support. If interested, please follow the link below:

<https://better-internet-for-kids.europa.eu/en/learning-corner/parents-and-caregivers/marketing-games>

#### ST PETER'S SCIENCE WEEK w/c 24 Feb

Our Science Week will be held the week immediately after half term. The theme this year is 'Time'. The children will be participating in many time related science activities through the week concluding with a Dress-Up day on Friday 28 February. We would love the children to dress up in any science inspired outfit on this day with bonus points for anyone who can relate this to time.



Please may we have lots of junk modelling materials that may be used to create 'pram designs' such as bottle tops for wheels, cardboard, toilet rolls, butter containers etc. The children will be designing and building prototype pram models during science week ) and timing how quickly they travel from A to B. This is in preparation for a final design being made for the Oxted pram race in June! Please may these be brought in at the beginning of the science week ONLY (not next week!).

#### END OF THE SCHOOL DAY REMINDER

Please may we ask that you **leave the playground** as soon as you have collected your children from your class teachers and make sure the gate is closed behind you. You are, of course, welcome to stay in the park area but, staff are preparing lessons or are in meetings so **no one should be on the school premises after school**. Some children are coming back into the school and/or playground unaccompanied by an adult and this is a safeguarding issue. Thank you very much.

#### DOGS IN/AROUND SCHOOL AREAS

Dogs are not permitted on school grounds including the school field or in the Parish Council play area (swing/slide areas). If you bring a dog to any areas surrounding school property, please be considerate of any mess they may make and ensure it is cleared properly. Thank you very much for your consideration and understanding.



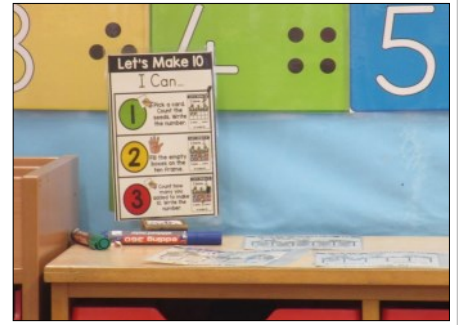
# CLASS NEWS

## BUSY BEES

Busy Bees have started learning about different forms of transport this week and discussing how they are connected to our daily lives. During our English lessons we explored the book *"The Naughty Bus"* by Jan and Jerry Oke, and wrote about our favourite parts of the story. We designed our own 'Naughty Bus' and labelled transport pictures using word and sound mats. In Maths we have begun to partition sets of ten objects and learn the number bonds to 10. We used manipulatives to count and match objects to number sentences and have begun to use the language 'add', 'more than', and 'equals'. We applied this in our outdoor learning sessions by finding objects and working how many of each were needed to make 10.

We took part in a Chinese dance workshop yesterday for Chinese New Year Celebrations. It was an interactive workshop and we all had the chance to use the props provided while learning about different styles of Chinese dances, such as the Lion dance and the Temple dance.

**Homework:** Number bonds to 10



## LADYBIRDS

Ladybirds have had another busy week. We thoroughly enjoyed our trip to Weybridge synagogue on Tuesday. It was brilliant to see all the artefacts we have learned about in the classroom brought to life on our visit. We also learned a Jewish dance, which we all loved. Back in the classroom, we have started to learn how to tell the time, starting with o'clock. We made our own clocks and have been practising making o'clock times. In English we have been focusing on our re-telling skills and we have used *'The Owl Who Was Afraid of the Dark'* by Jill Tomlinson to help us. In History we have continued learning about Florence Nightingale and we compared what life would have been like for a nurse then, compared to now.

**Homework:** Time

## DRAGONFLIES

Dragonflies started the week by investigating 3D shapes in Maths. We explored their properties, identifying their key elements and used this information to sort them into groups. We then moved onto creating 3D shapes from their nets. In English we have focused on story writing. We planned a continuation of the story *"Mrs Armitage on Wheels"* by Quentin Blake by imagining what we might add to her roller skates to enhance them: rocket boosters, parachutes, wings etc. We then used this to write our own stories about Mrs Armitage. In Science we have continued investigating materials. We went on material hunts around the school to find wood and metal and then compared and contrasted our findings. We had an amazing Chinese Dance workshop yesterday, in which we picked up the dances really quickly and enjoyed performing them together.

**Homework:** Making 3D shapes using nets

# CHURCH NEWS



Our services this Sunday:

**11am Family Service**  
**6.30pm Evening Prayer**

A digital version of the Parish Magazine has been created by voluntary members of Tandridge Village.  
>> [St Peter's Church & Tandridge Village Magazine](#)

YOU ARE INVITED TO

**2030 VISION**

Please come and join us at St Peter's Church to talk about the future, we'd really like the input from Parents & carers of young Children

**ST PETER'S CHURCH TANDRIDGE**

St Peter's 10am Saturday 8<sup>th</sup> Feb 2025 - at St Peter's Church  
Join us to dream dreams and plan plans for the next five years



Busy Bees: I can make 10

### HOUSE TEAM POINTS

30	Well done! 33	24
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Dear Lord,

I thank You for the promise of a new month and the opportunities that lie ahead.  
I place February in Your loving hands, trusting in Your perfect will and Your unending faithfulness.  
I ask for Your blessings upon every aspect of my life and the lives of those around me.  
May Your peace, joy, love, and righteousness prevail in our hearts, and may Your glory be revealed in all we do.  
Amen.



### CHILD PROTECTION CONTACT CENTRE

At St Peter's we take the safety and well-being of every child very seriously.

If you are ever concerned about a child please speak in confidence to our Designated Safeguarding Lead, Miss Greenaway or our Deputy Designated Safeguarding Leads, Mr Atterton and Mrs Vaquinhas, or telephone Surrey Child Services contact centre on:

**Tel: 0300 200 1006**

**"Safeguarding is Everyone's Business"**

Have a fabulous weekend with your wonderful children.

God Bless, *Lenia Greenaway*

Emergency information regarding the school will be announced on HEART RADIO 102.7FM and the school website

01883 712439 | [hello@stpetersinfant.org](mailto:hello@stpetersinfant.org) | [www.stpetersinfant.org](http://www.stpetersinfant.org)

# What Parents & Educators Need to Know about SCAMS AND FAKE NEWS

## WHAT ARE THE RISKS?

"Fake news" refers to falsified or misleading material presented as a legitimate account of events. It's often used by malicious actors online to push an agenda, or even by criminals as a way of making scams more persuasive. Scammers can trick us into handing over personal information, security details and even our hard-earned cash.

### "CLICKBAIT" PHISHING SCAMS

A message arrives saying "Have you seen this video of yourself?" or you might be sent an attention-grabbing headline about a celebrity that's been shared on social media. This kind of "bait" is produced by scammers to drive us to click on an unsafe link, where malware could be downloaded to our devices. These scams rely on our curiosity and our "need-to-know" instinct.

### SALES, DEALS & DISCOUNTS

Some scams appear as adverts, offering a chance to buy something – such as designer products, expensive gadgets or tickets to a popular show – at a reduced price. Such plays often include a time limit or countdown, urging us to hurry so we don't miss out on the deal. This pressure encourages us to input personal details or payment information before pausing to check if it's legitimate.

### YOU'RE A WINNER!

This kind of scam involves fake giveaways, opportunities or freebies. It could be a message saying we've won a prize draw or competition. Or it could be a gift, free trial, bonus credit, and suchlike. It might claim that a package or refund is waiting. All these techniques are used to prompt us to share our personal information, thinking that there's something to be gained by doing so.

### FALSE FRIENDSHIPS

Scammers often pretend to be someone they're not to gain their victims' trust. They might attempt to convince any children they connect with that they're a child of similar age with shared interests. Warning signs include a high volume of messages (often with an intense tone), secrecy, inappropriate levels of intimacy, guilt tripping, emotional manipulation, threats or blackmail.

### PANIC MODE

To trigger a sense of panic, scammers may claim that a child's account has been hacked, or a virus has been installed on their device, or any number of other scary scenarios. They may claim to be able to fix the problem or offer a solution – if the child hands over control of the device or sensitive information. Similar scams involve impersonating a friend or relative, claiming that they're in trouble and need help.

### FAKE CELEBRITY ENDORSEMENTS

Impersonating influential people online is a common tactic for scammers, who can use technology to create fake photos, audio and even videos that look authentic. These can be used to convince us, for example, to buy products, sign up for so-called "business opportunities" or invest in cryptocurrency schemes – all of which are fake or otherwise malicious. Many scams also involve the impersonation of popular companies' social media accounts, as well as those of individuals.

## Advice for Parents & Educators

### STAY INFORMED

Stay up to date with the latest information and best practice on cyber-security. See what scam stories are reported in the news and make note of what tactics were used. Keep up with young people's digital lives: talk about what they're doing online and use properly endorsed resources to learn what risks certain sites and apps pose to their younger users.

### ENCOURAGE HEALTHY SCEPTICISM

Most scams rely on emotional or psychological manipulation, tapping into our human instincts – whether that's to keep ourselves safe, help others, find answers, make friends, avoid losing out or to secure something we really want. Encourage children to recognise that pressure to act and to always consult with an adult – especially if what's on offer sounds too good to be true.

### TALK TOGETHER

Chat often and openly with young people about fake news, online scams and how they both work. Encourage them to talk to you about anything they're unsure of or worried about online. If a child claims to have been scammed, don't pass judgement. Blaming the victim may deter young people from asking you for help. Remember: adults are scammed just as often, if not more.

### BE PROACTIVE

Children increasingly use digital devices for education, socialising, shopping and play. Don't wait for a problem to arise before you discuss the risk of scams, false information and fake news. Highlight what to look out for and clearly communicate under what circumstances the child ought to speak to an adult. Finally, ensure that they're aware of the support services that are available to them (such as Childline).

### Meet Our Expert

Dr Holly Powell-Jones is the founder of Online Media Law UK and a leading expert in digital safety, media law and young people. Her PhD investigates children's understandings of risk online. She works with schools, businesses, and universities to provide award-winning education on the criminal, legal and ethical considerations for the digital age. Visit [OnlineMediaLaw.co.uk](https://OnlineMediaLaw.co.uk) for more.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at <https://nationalcollege.com/guides/fake-news-and-scams>

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