



# Perryfields Junior School

## *The Friday Flyer*

Week 20 – February 2025

### Headteacher's Message

Dear Parents and Carers,

What a wonderfully busy final week of term it has been!

Year 4 kicked off the week with an exciting trip to Colchester Castle on Monday, where they deepened their understanding of the Romans. The children explored the museum, toured the castle's foundations, learned about Boudicca, built Roman villas, and examined fascinating original artefacts and treasures. A huge thank you to all the staff and parents who supported this memorable trip.

On Thursday, Year 3 stepped back in time to Ancient Egypt with a day filled with immersive activities. From making canopic jars to tomb painting, the hands-on learning brought history to life! Thank you to everyone who helped make this enrichment day such a success.

Today saw the whole school join in Year 5's Enterprise Morning, showcasing their impressive learning about Tudor life, customs, and traditions. It was fantastic to see the children confidently sharing their knowledge with both peers and adults, demonstrating exceptional leadership and communication skills. Well done, Year 5!

I was thrilled to present our cherished Random Act of Kindness Award to Alisa, Savannah, Louis, Lillian, and Hugo during our Celebration Assembly. It's the first time we've awarded so many RAKs in a single week—what a fantastic way to end the week!

As we head into half term, I'd like to remind you to check out our weekly class blogs. They're a wonderful way to gain insight into what's happening in school and to celebrate your child's learning.

Have a fantastic break, and we look forward to welcoming you back on *Tuesday, 25th February!*

Samantha Edwards

### Pupil of the Week

Cowell: George  
Seuss: Harry  
Walliams: Shreyans  
Lewis: Aidan  
Dahl: Farzaad  
Rowling: Pippa  
Tolkien: Izzy  
Morpurgo: Arnav  
Pullman: Amelia

Mrs Siddall's Attendance Award  
Dahl Class – 99.3%

Award for  
Outstanding Manners  
*Ayathi – Rowling Class*  
*Dexter – Pullman*

PE Award  
*Erin – Rowling Class*

Spellers Award  
*Seuss Class*

*Random Act of Kindness*  
*Lilian & Hugo – Seuss Class*  
*Savannah – Dahl Class*  
*Alisa & Louis – Lewis Class*

## ATTENDANCE

The national expectation for attendance is 96%. The government has clarified the position regarding the term 'regular' attendance. It means children must be in school **EVERY DAY**. Every second counts at Perryfields. We **must** work together to improve attendance and punctuality even more.

Year 3	96%
Year 4	95.3%
Year 5	97.1%
Year 6	97.5%

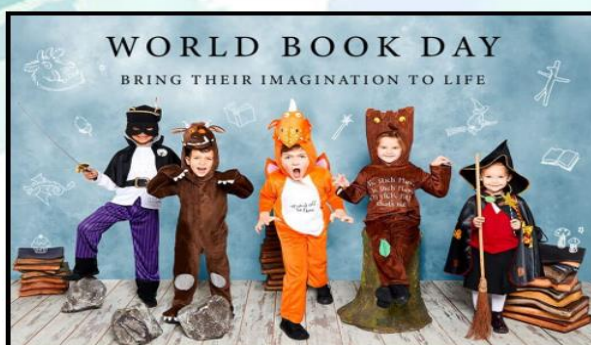


### **Coming Up This Half Term**

Friday 28 <sup>th</sup> February	Year 4 Enterprise Day Romans – Please join us at 9.15am, email sent 29 <sup>th</sup> January
Friday 28 <sup>th</sup> February	School Disco – email sent 20 <sup>th</sup> January. Please purchase a ticket through ScoPay
Thursday 6 <sup>th</sup> March	World Book Day – email sent 10 <sup>th</sup> February (please see below)
Thursday 13 <sup>th</sup> March	Science Fair – email sent 14 <sup>th</sup> February
Friday 14 <sup>th</sup> March	Book Fayre - Details to follow
Tuesday 18 <sup>th</sup> March	SATs Talk for Year 6 parents. Please join us in the hall at 3.30pm – email sent 13 <sup>th</sup> February
Friday 28 <sup>th</sup> March	All Clubs finish
Tuesday 1 <sup>st</sup> April	Parents Evening – Details to follow
Wednesday 2 <sup>nd</sup> April	Parents Evening – Details to follow

When are we celebrating?

Friday 7<sup>th</sup> March  
2025

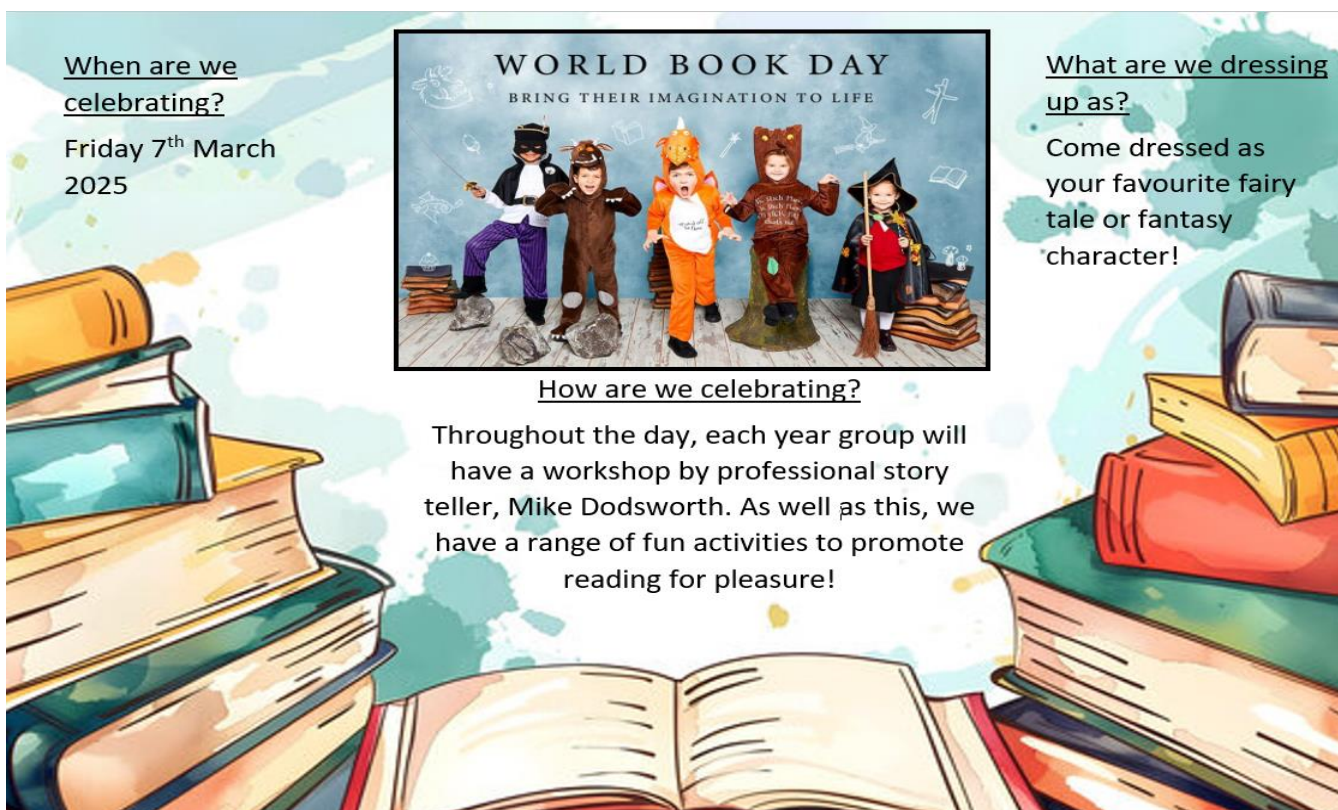


What are we dressing up as?

Come dressed as your favourite fairy tale or fantasy character!

How are we celebrating?

Throughout the day, each year group will have a workshop by professional story teller, Mike Dodsworth. As well as this, we have a range of fun activities to promote reading for pleasure!



## Please see below our menu.

Please note that we can also provide a packed lunch if your child would prefer this. This will be either the baguette, wrap or soft roll and also includes a drink, fruit, cucumber sticks and the dessert of the day.

On our first day back after half term, Tuesday 29<sup>th</sup> February, we will be having Jacket Potato Day.

Wednesday	Thursday	Friday
Beef bolognese	Chicken Tikka Masala	Burger in a bun
Quorn bolognese	Vegetable Tikka Masala	Quorn Burger in a bun
Beef bolognese	Chicken Tikka Masala	GF Sausage
Cheese & Tuna	Beans & Cheese	Tuna/Cheese & Beans
Garlic bread	Rice & Naan bread	Chips & Beans
	Salad bar	Salad bar
Baguettes	Baguettes	wraps
St Clements Cake	Fresh Fruit or Yoghurt	YoYo Cookies
Milk or Water	Milk or Water	Milk or Water



# 10 Top Tips for Parents and Educators

## SAFETY ON SOCIAL MEDIA

Currently, children are growing up in an immediate and throwaway culture when it comes to content that's consumed online. So much material is now deliberately created to be shorter in nature – and may often contain hidden elements such as advertising, or extreme political and cultural views. With complex algorithms built to keep people on their phones and engaging with social media content, it's becoming increasingly difficult to reduce time spent on these platforms.

### 1 REDUCE DOOMSCROLLING

It's concerning how common for young people to spend hours 'doomscrolling': trawling through social media and aimlessly viewing every post they see, many of which might make them feel sad or anxious. Social media can be useful for keeping in touch with friends and family, as well as staying up to date on current events. However, it's important to use it with a clear purpose, instead of endlessly scrolling through content, which could lead to young people accidentally discovering harmful material.

### 2 TALK ABOUT THE CONTENT

It's important to keep abreast of the kind of content that a young person is being exposed to. Discussing what they're watching online can help you understand why they're using social media in the first place. Furthermore, ensure that children are aware of hidden content, such as advertising of a product – and that they know how to spot that the creator is being paid to talk about it.

### 3 FIND POSITIVE ASPECTS

Despite all the concerns, there's plenty of wholesome content on social media. It's worth spending time with children to help them find something suitable and enjoyable. Perhaps you'll even discover a joint interest, and you can enjoy the content alongside the child. As part of this, you should also point out why certain things shouldn't be given attention, explaining why it isn't suitable and why it's been created in the first place.

### 4 REDUCE SCREENTIME

Young people can sometimes be unaware of the exact amount of time they spend looking at social media. Smart phones don't just have the capacity to monitor screentime; they also record how much time is spent on each app. Consider setting targets to reduce this and support children to meet these goals, gradually reducing the amount of time spent on different apps.

### 5 FILL THE VOID

Monitoring and reducing screentime can create a lot of free time to fill, and young people can even face withdrawal symptoms when made to step away from their phones. To mitigate this, consider what offline activities you could introduce the child to, and what they would enjoy. This can ensure that young users will permanently cut down on their screentime, rather than temporarily doing so while they know it's being monitored.

### 6 REDUCE NOTIFICATIONS

One way in which social media platforms keep people coming back is through notifications. The algorithms behind these apps track people's daily habits, including the times of the day where they're most likely to engage with the platform. This data is then used to deliver specifically timed notifications to draw them back in. To avoid young users being exposed to this tactic, simply turn off notifications for the app in their phone's settings.

### 7 LIVE IN THE REAL WORLD

Overexposure to social media can distort someone's perception of the real world – from body norms to social conventions. This filtered environment can make it hard for young people to distinguish reality from online content, which is now becoming even more difficult with the rise of AI. To mitigate this concern, take time to teach young people how to discern truth from fiction, both on and off social media.

### 8 DIGITAL DETOX

Encouraging young people to take a 'digital detox', from even just a couple of the apps that they use, can result in an overall reduction of screentime and less exposure to potentially harmful content. Alternatively, rather than avoiding the app entirely, encourage children to take a 'digital detox' from content creators and influencers, and instead, keep in touch with friends and family – which is generally a far healthier use of these platforms.

### 9 MODEL GOOD BEHAVIOUR

Consider the habits that you're demonstrating to your children. How much time do you spend on your phone? How much do you 'doomscroll'? Comparing your own usage with the child's could put things into perspective for them – or if it turns out that you're also overusing social media, it can turn screentime reduction into a joint mission, which you and the child can work on together.

### 10 BE CLEAR ON THE "WHY"

Research shows that young people can become addicted to social media. There are many schools that are moving towards being 'phone free' due to the negative impacts of using social media and phones continuously. It's important to explain to young people why managing screentime is important. Set out the benefits and ensure they have all the relevant information, so it's not just seen as a punishment.

### Meet Our Expert

John Inley is a senior leader in a Birmingham secondary school and has vast experience in leading schools over the past 15 years – including the development of computing curriculums across primary and secondary schools, writing e-safety policies and supporting schools with computing and e-safety advice.



WakeUp  
Wednesday

The  
National  
College





As part of the week, we will be holding a science fair in the afternoon of Thursday 13<sup>th</sup> March 2025. This involves children completing a science project, which should also include a written report, a display board and potentially any models which accompany their investigations.

**This year, the theme for Science week is 'Change and Adapt'. This could take the form of an investigation linked to many different aspects of science such as Biology, Chemistry or Physics. As well as this, it could be centred around animals, humans or any other form or plant life/living things.**

What to include:- If children are carrying out an experiment, then the report/display could consist of the title, possibly in the form of an open-ended question, a prediction, step by step method, their results in the form of a table / graph / labelled diagram or summary and finally a conclusion explaining their results. If they are carrying out research, then it should consist of the question being researched and set out using headings and subheadings to signpost their findings. This could take the form of a poster for younger children or a report or display board by older children. They could also consider different viewpoints and compare different opinions on the question being researched. If they are using secondary resources such as books or the internet, then older children should also make reference to where their information is taken from. This can be handwritten or typed on a computer. The display board could be a large piece of card / cardboard possibly folded so that it can stand on a table. It would be great to see photos and their written report on the display board. The children should make decisions on how they present it to ensure they have ownership of their work.

Projects should be returned to school on the morning on Thursday 13<sup>th</sup> March, ready to exhibit for others that afternoon. **(Please do not bring it in earlier.)**

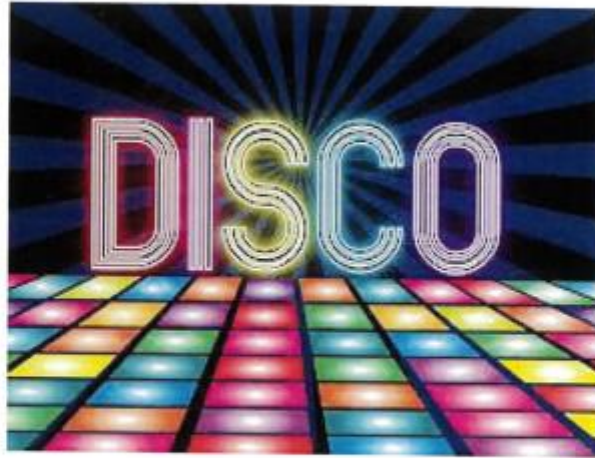
**Here are a few examples of possible questions they could investigate:**

- How do organisms adapt to environmental changes?
- How do humans change and adapt over their life span?
- How has climate change affected the world over time?
- How has \_\_\_\_\_ animal adapted over time to thrive in their environment?

The important thing when selecting a project is to choose something which interests you! If you are still struggling for project ideas, the internet has plenty of wonderful creative ideas. Children will get the opportunity in the afternoon to both display their own work for the rest of the school and to view and visit other classes to view their projects. For health and safety reasons, please ensure that no glass containers are used as part of your child's presentation. School will be open after school on Thursday 13<sup>th</sup> March for pupils and parents to come in and look at and share their science projects.

**Have fun and thank you for supporting your child with this project. We look forward to seeing the finished products and listening to what the children have found out!**

**Mrs Canty**



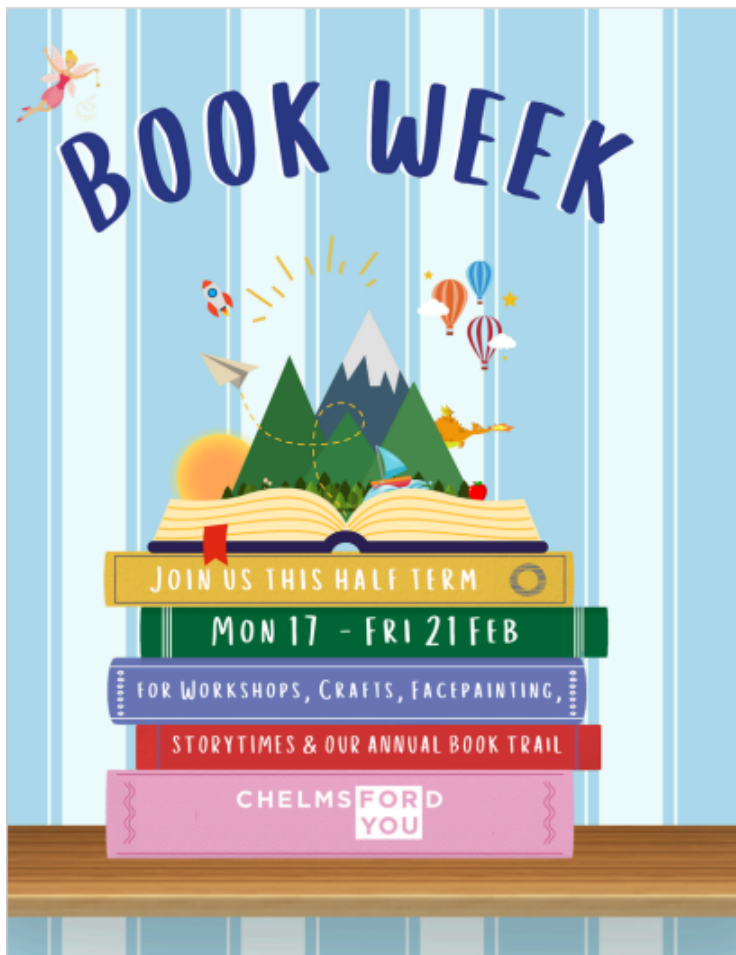
**FRIDAY 28<sup>th</sup> February 2025**

**Year 3 and 4**  
4:00pm – 5:00pm

**Year 5 and 6**  
5:15pm – 6:15pm

**£4**  
Payable via  
ScoPay

There will be a tuck shop where children can purchase drinks and snacks.  
Prices vary from 30p to 50p.



WE'RE GOING ON A BOOK TRAIL  
WE'RE GOING TO CATCH A GOOD ONE!

**WIN £100 BOOK VOUCHER FOR YOUR SCHOOL  
- FIVE VOUCHERS TO WIN**

**HEAD TO CHELMSFORD CITY CENTRE THIS  
FEB HALF TERM & JOIN US FOR A BOOK TRAIL.**

TO BE IN WITH A CHANCE TO WIN THIS  
FANTASTIC PRIZE, VISIT OUR WEBSITE FOR  
MORE INFORMATION:

[CHELMSFORDFORYOU.CO.UK/CHELMSFORDBOOKWEEK](http://CHELMSFORDFORYOU.CO.UK/CHELMSFORDBOOKWEEK)

THROUGHOUT THE WEEK, WE WILL SEE OUR  
FREE ACTIVITY PROGRAMME WITH FACE  
PAINTING, ZINE WORKSHOPS, ARTS AND  
CRAFTS PLUS MORE.

FOR MORE DETAILS OF TIMES & LOCATIONS  
VISIT

[CHELMSFORDFORYOU.CO.UK/CHELMSFORDBOOKWEEK](http://CHELMSFORDFORYOU.CO.UK/CHELMSFORDBOOKWEEK)



# U11 Players



## Want to perform at the highest level?

Want to play a year up for one of the most talented U11 teams in Essex?

Springfield FC have an established U11 team playing at U12s, Div.1 in the BCFA

Ahead of next season (September 2025) we want to add players to this team. 11v11 – BCFA Premier Division (U13s) Level. The season after... EJA U13s.

All positions considered

To enquire about trials – email: [neillboulton@live.co.uk](mailto:neillboulton@live.co.uk)

**EMAIL NEILL & SIGN UP NOW**



**TRIALS START FROM  
1<sup>st</sup> APRIL 2025**



MID-ESSEX I T T  
INITIAL TEACHER TRAINING

*Could you train  
to teach in 2025?*

**Get in touch!**

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[admin@midessexteachertraining.com](mailto:admin@midessexteachertraining.com)

01376 556398



## BOOK ONTO A HALF TERM ACTIVITY CLUB WITH ESSEX ACTIVATE!

Children and young people are invited to book onto fun-filled half term holiday clubs and enjoy free activities run by locally trusted club organisations across Essex, brought to you by Active Essex on behalf of Essex County Council!

### IS MY CHILD ELIGIBLE?

Essex ActivAte offer free, club spaces to primary and secondary school aged children who are eligible or receive pupil premium, benefit based free school meals or income-related benefits, also children who may be vulnerable to inactivity or social isolation. Clubs may offer discretionary paid places and paid for places, so there is something for everyone at an Essex ActivAte club!

### WHERE WILL THE CLUBS BE RUN?


Clubs will run in Braintree, Basildon, Brentwood, Castle Point, Chelmsford, Colchester, Epping, Harlow, Maldon, Rochford, Tendring and Uttlesford! Due to half term programmes being solely funded by Essex County Council, unfortunately there will not be any clubs running in Thurrock.

### WHAT DO THE CLUBS PROVIDE?

Clubs offer different engaging activities such as sports and games, crafts, colouring, dance, baking and more! They also provide nutritious meals and snacks, as well as food education, helping to engage young people and support parents during the half term holidays. Specialist SEND, mental wellbeing and youth clubs will also be available to book onto, offering further support for children.

### HOW DO I BOOK ONTO A CLUB?

You will not receive or book on with your HolidayActivities voucher code for half term holiday clubs. To book onto a local club, head over to the Essex ActivAte website, find the area that you live in and book on with the link, email or contact number provided by the club organisation directly.

Find out more about Essex ActivAte half term holiday clubs and book here. 

ACL



## Join Our Community – ADHD & ASD!

Become part of a community that understands and supports. Our FREE online ADHD, and ASD sessions are more than just learning opportunities—they're a chance to connect, grow, and thrive together.

Understanding ASD in children (a bitesize, online, 1 week session)  
Understanding ADHD in children (a bitesize, online, 1 week session)  
Understanding ADHD & ASD In Girls (online, 4 sessions over 4 weeks)

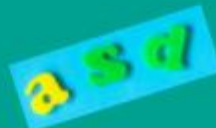
Whatever your situation, our non judgemental sessions have got it covered.

Sign Up!  
Scan the QR code, or  
Visit our website [aclessex.com](http://aclessex.com)  
and type **ASD** or **ADHD** in to the  
'Find a course...' box



SCAN ME

COMMUNITY &  
FAMILY LEARNING





Thursday  
20th Feb  
19:00 - 20:00  
FREE



## FREE SESSION

### Supporting Healthy Screen Use

A range of steps that can help minimise the harms from screens

Monday  
3rd Feb  
10:00 - 11:30  
£24



### Supporting a Child with ADHD

Challenging the stereotypes and giving practical interventions. Clear explanation of the condition in all its forms and extremely useful advice.

Tuesday  
11th Feb  
19:00 - 20:30  
£24



### Facing Defiance

Specific strategy to help parents manage defiant and challenging behaviour, especially aimed at ADHD, ODD and PDA conditions, 5 to 12 years old.

Tuesday  
18th Feb  
19:00 - 20:30  
£24



### Cannabis & Ketamine Awareness

Get the facts and know the harms about these two drugs so you can hold an informed conversation with your teens.

Tuesday  
25th Feb  
19:00 - 20:30  
£24



### Understanding the Teenage Brain

A 'must see' for all parents and teachers of teens and pre-teens. Explains why teens think, feel and behave very differently from adults and how we can support them.



Understanding Anger	10 FEB 7pm
Supporting Healthy Screen Use	11 FEB 10am
Facing Defiance	14 FEB 7pm
Raising Self-Esteem	27 JAN 7pm 25 FEB 10am
Supporting Healthy Sleep	28 JAN 7pm 24 FEB 10am
Supporting a Child with ADHD	3 FEB 10am 3 MAR 7pm
Improving Family Communication	3 FEB 7pm 4 MAR 10am
AUTISM: Improving Communication	4 FEB 10am 4 MAR 7pm
Understanding Addictive Behaviour	4 FEB 7pm 3 MAR 10am
Anxiety-Based School Avoidance	10 FEB 10am 10 MAR 7pm
What is ACT?	17 FEB 10am 17 MAR 7pm
Introduction to OCD	17 FEB 7pm 18 MAR 10am
Anxiety Explained	18 FEB 10am 18 MAR 7pm
Cannabis & Ketamine Awareness	18 FEB 7pm 17 MAR 10am
Decreasing Depression	24 FEB 7pm 25 MAR 10am
Understanding the Teenage Brain	25 FEB 7pm 24 MAR 10am