



Communication is a priority for us once again this year, we will communicate to parents and carers using **School Ping** In addition, we use **Instagram** to share what's going on within the Academy daily. Please make sure you are following us and **@DarlinghurstAcademy** on Instagram.

## Message from the Principal

Dear parents and carers,

Last week we celebrated our teachers on National Teachers Day and this week we have continued to show our gratitude to staff by celebrating all our support staff this week too. This week has ended by celebrating our wonderful children, as Sunday is National Children's Day. The day marks the importance of a healthy childhood, and how we need to protect the rights and freedoms of children in order to ensure that they can grow into happy, healthy adults. It's a day of celebration, but it's also a great opportunity for schools and families to praise and celebrate our children. I am extremely proud of our children and I have enjoyed celebrating their work with them and actions. They have felt inspired by others, producing thought provoking writing, and sharing their acts of kindness amongst the community. They are an inspiration! Take a look at some of their work in this week's News and Views. Our Nursery children have been celebrating National Children's Day too with links to Pyjamarama, raising money for the Book Trust, with the aim that no child should miss out on their bedtime stories. We love to share books and give high value to story time in school.

We recognise the importance of mental health and wellbeing and we know that acts of kindness and compliments are uplifting. Giving compliments is a two-way reward as not only does it make the one receiving the compliment feel good, it makes the giver feel good too. We have continued to fill our 'buckets of kindness' in school. Our children have also participated in mindfulness, particularly enjoying the mindful minute, after lunch. We are privileged to have extensive grounds within our school, allowing us to connect with nature and wildlife– another great way to improve our health and wellbeing. Why not take some time in green spaces or take some quiet time to reflect on thoughts and feelings.

As always enjoy your family time together, and let's hope for some nice weather to make the most of the great outdoors.

***“Nature has this calming and enchanting effect. Walking in the woods, smelling the fresh forest air, or sitting on a rock watching the ocean waves.... Magical.”***

Mrs Nicholls

## Parental and Pupil voice

It was positive to hear that our parents and children felt supported by our staff team. They shared that staff were compassionate and caring, providing extra support if needed. Thank you for you positive comments to our ICT support too. We know that this was a learning curve for many as we entered the digital world. I am pleased to hear that so many parents valued the phone calls home, the teaching staff felt these were really beneficial too and helped to stay connected during this time.

Feedback comments related specifically to the support and focus on wellbeing and education, acknowledging the value they were given, i.e. 'unwavering support', 'genuine care' 'high quality provision', 'making progress', 'no fear of my child being left behind'.



Our children shared that they enjoyed phonics, maths and topic lessons, followed by other subjects too. They also enjoyed the chance to incorporate practical skills, such as cookery. PE remained a favourite and was quoted as something that they were looking forward to, upon return. In response, PE clubs were established and a new sports committee to gauge further pupil voice.

Our children shared that they are looking forward to continuing to learn new things, seeing teachers and friends every day, the specialist subjects and special events. We are excited to be back at school this summer too and look forward to the weeks ahead.

### Our parents said:

**How did your child's teacher support your child and / or family during lockdown?**



**What did your child enjoy learning about the most?**



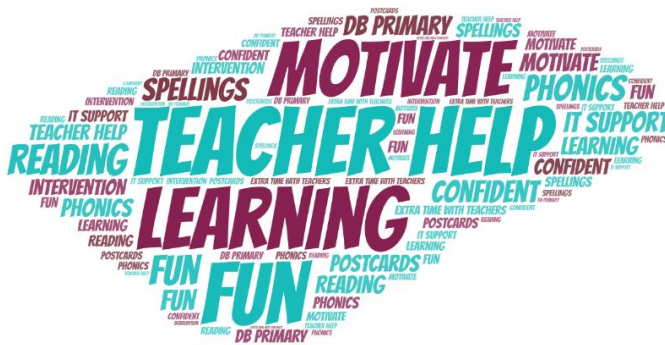
### Our Children said:

**How during lockdown, how did you see or demonstrate the academy values?**





## How did your teacher support you during lockdown?



## What are you looking forward to know you are back at school?



## Around the Academy

It has been a very exciting week this week in **Nursery**, not only did our butterflies hatch over the weekend, but we also had jelly balls and large boxes to make a huge beanstalk, as we looked at the story of 'Jack and the beanstalk'.

The children loved building with boxes, extending what they have learnt through block play to balance them, and make them reach the ceiling in Nursery. Small play was fun this week with the addition of jelly balls - the kind you get in flower arrangements. They bounce really well and are very squishy. And on Wednesday we let the butterflies go, two in the morning and three in the afternoon, with the children waving goodbye, and thinking that they might go to the moon. **Team Nursery**

This week **Reception** have shared the traditional tale of 'Jack and the Beanstalk' which has been a firm favourite with all of us. The children are exploring different story openers, discussing story language and thinking about the various ways to describe characters in the story. We have also used the beanstalk theme in our maths as the children have been ordering numbers on leaves. Miss Arnold planted some beans with the children and now we are all wondering how tall they will grow? How exciting! Perhaps the plants will grow up high into the clouds just like in our story! What do you think?

Please remember to send your child into school every day with a named water bottle that is separate to their lunch box drink. Also, it would be good if your child can have a named sun hat in school daily. As the weather gets warmer please apply sun cream on your child before school. If they need a top-up of sun-cream applied during the day, please teach them how to apply this themselves. Have a lovely weekend! **The Reception Team**



This week in **Year 1**, we have been looking at an exciting new story called Katie and the Sunflowers. During our writing lessons, we have had great discussions about the artwork created by the famous artist Vincent Van Gogh called Sunflowers, which the story is about. We have also linked this story to our topic lessons of growing our own sunflower seeds, giving us a chance to have a look at how they are getting on and using our learnt knowledge of identifying and naming the different parts of the plant which we can see. Also in topic, we have been looking at characteristics of animals, humans and plants. We have worked with our partners to think about how we could group a variety of animals based on their characteristics. Some of us decided to group them by size, if they are land or sea creatures or if they are pets or non-pet. In maths, we have been focusing on addition and subtraction using a number line, we have had great fun solving lots of number problems. We have all had a fantastic week of learning in Year 1!

This week in **Year 2**, we have been using the research we did last week on our chosen animal to write a guide of how to look after it. We have found that sharks and cheetahs need particularly big habitats and would be very difficult to look after! We have also begun the process of creating our own habitat for the chosen animal with the first, arguably most important, step of creating a mini version of the animal in clay. We will create mini versions of their shelter, food and water source next week. We have also been practicing our times tables with a big push learning our 10s, 5s and 2s. After half term, we hope to begin to feel confident counting in 3s and 4s! Exciting!

**Year 3** have been creating their own rhyming poems this week, by using three different rhyming string patterns of AAAA, AABB and ABAB. For example, an AAAA poem all end with the same rhyming string pattern. However, an AABB has two rhyming string words in the first two lines and another two rhyming string words in last two lines of the poem. Finally, an ABAB poem has rhyming words in the lines of 1 and 3 as well as matching rhyming words in the lines of 2 and 4 in the verse of the poem.

The children have enjoyed creating their poem about mini-beasts, which link to our topic this half-term. Why bugs are important?

Here is an example of one of our Year 3 AAAA poem written this week.

*A lazy ladybird was wearing a small, black hat,  
It was chilling on a magnificent mat.  
In a blink of an eye, it saw a big, black cat,  
Together they joked as they sat.*

In **Year 4** we have been discussing charity and acts of kindness as part of our Religious Education lessons. As part of her homework, Grace paid a surprise visit to Mr Cauchi at his charity (St Vincent's Centre). Mr Cauchi was not only thrilled to get a visit from a Darlinghurst pupil but also to receive Grace's generous food donation. Such a lovely act of kindness Grace and I am sure the homeless and vulnerable in our community will benefit from this.

Also this week in **Year 4** we have been thinking what it would be like to be a pirate aboard a ship with an outbreak of scurvy. In writing the children have written very descriptive diary entries about the gruesome symptoms. As pirates can lose their teeth, in science we checked them with mirrors (just in case). We learnt all about the uses of our different teeth and the children checked their milk and adult teeth. In maths we have been investigating angles and shapes, it was amazing to identify the different angles in a classroom.



**Year 5** have become avid gardeners over the last few weeks as we have continued to explore 'do we make the most of what is on our doorstep'. As the junior governor sunflowers have continued to flourish and grow, the children have experimented with cress seeds. Focussing their exploration on what a plant really needs to grow and can a plant survive without water, light or air.



The children had already discovered that a seed can grow in a jar with just water and a paper towel so having no soil was not a showstopper, but pushed themselves to discover what else a cress seed could grow without. The experiment focussed the children on fairness as we discussed how to keep the test fair and reliable. Building on their persuasive writing from last week, year 5 have turned to creating a persuasive leaflet to persuade parents to enrol their children in Darlinghurst. It is so lovely to hear all the reasons the children enjoy their experiences at Darlinghurst and the passion that is becoming embedded in their writing as their knowledge of the subject is vast. To up level and improve the children's writing we have been working on relative clauses over the last 2 weeks and the relative pronouns that signpost a relative clause. Throughout our focus of multiplying decimal numbers in maths this week, we have developed the children's grasp of measurement and money as the decimal questions have been put into real life contexts. By using estimation and derived facts (I know  $3 \times 4 = 12$  so  $0.3 \times 4$  must be 10 times smaller) the children grasp the idea of what a sensible answer to the question could be to compare their final answer too. Within our afternoon lessons we have also taken time to focus on understanding the importance and the history of the Qur'an. By exploring other religions and beliefs year 5 grow into tolerant and understanding children who understand that a difference of view to your own still deserves the same amount of respect. Year 5 have also been developing their computational thinking through unplugged computing lessons without an iPad or a laptop. This week we focussed on decomposition and how a big problem becomes a lot simpler when you break it down and programs on computers are the same. In computing, most programs are broken down using decomposition into smaller easier parts. Keep up the hard work.

This week is **Mental Health Awareness week**. Evidence shows that 1 in 4 children in the United Kingdom show some evidence of mental health issues and that  $\frac{1}{2}$  of all mental health problems appear before the age of 14. At Darlinghurst Academy we are proud to promote mental health awareness to help our children to develop resilience, coping skills and empathy for others.

We have a daily mindful minute, where the children are encouraged to spend a short time concentrating on their breathing. This has shown a positive impact in allowing children some time to regulate after lunch before they start their afternoon of learning. We also integrate an understanding of empathy, compassion and difference into our daily learning. Our younger children use Mindful Monsters to help them to start to understand their own feelings which is an important step before they can start to understand the feelings of others.

Below are some examples of activities that you can try. These activities help to both regulate breathing and focus an anxious mind. Being able to regulate your breathing is an important tool in being able to deal better with emotional responses.

|                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>5, 4, 3, 2, 1</b></p> <p>Close your eyes and notice things around you. In your head think of</p> <ul style="list-style-type: none"> <li>5 things you can see</li> <li>4 things you can feel</li> <li>3 things you can hear</li> <li>2 things you can smell</li> <li>1 long breath in and out</li> </ul> <p>Repeat if necessary</p>  | <p><b>5 finger breathing</b></p>  <p>Slide one finger up and down each finger as you breath in and out</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                   |                                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The importance of protecting your own mental health and that of your child(ren) is just as important as supporting their physical health during these unprecedented times.</p> | <p><b>Mind</b> provides advice and support on a range of topics including types of mental health problem, legislation and details of local help and support Phone: 0300 123 3393 (weekdays 9am - 6pm) <a href="http://www.mind.org.uk/">www.mind.org.uk/</a></p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



Recognising the signs that someone may be struggling with their mental health can be really hard.

### Where can I get help?

Your **GP**

**Young Minds** provides advice and support on a range of topics affecting children. Parents Help Line on 0800 802 5544 (Free Monday to Friday 9.30 to 16.00) [www.youngminds.org.uk/](http://www.youngminds.org.uk/)

**Childline** 0800 1111 [www.childline.org](http://www.childline.org)

### Emotional Wellbeing and Mental Health

**Service (EWMHS)** 0300 300 1600 (Monday to Friday 9.00 to 17.00) [www.nelft.nhs.uk/services-ewmhs](http://www.nelft.nhs.uk/services-ewmhs)

**NSPCC at** [NSPCC.org.uk](http://NSPCC.org.uk)

**Mental Health Foundation** provides a guide to Mental Health problems, topical issues and treatment options via their website.

<https://www.mentalhealth.org.uk/>

**SANE** provides confidential emotional support and information to anyone affected by mental illness. It also provides a resource for anyone affected by suicide. Phone: 0300 304 7000 (4.30 - 10.30pm daily) [www.sane.org](http://www.sane.org)

**Rethink Mental Illness** offers practical help and information for anyone affected by mental illness on a wide range of topics such as The Mental Health Act, living with mental illness, medication and care. Phone 0300 5000 927 (Mon-Fri 9.30am-4pm) [www.rethink.org](http://www.rethink.org)

This Sunday 16<sup>th</sup> May is **National Children's Day UK**. This is a day all about the importance of a healthy childhood, and how we need to protect the rights and freedoms of children in order to ensure that they can grow into happy, healthy adults. It is a day of celebration as well as a time to highlight any causes, services and charities that help to keep children safe. This year's National Children's Day focused on how children can make a difference in their environments. The eco team explored their role within the school and the impact they have on their surroundings. Many children spoke about the influence Greta Thunberg has had on their desire to make a difference and made them realise that just because you are young, doesn't mean you can't make a difference. In our classrooms this week we have explored a wide range of influential children from around the world who have used their voices to do good.

We have so many active citizens at Darlinghurst who make effective contributions to the classrooms and wider school. We are so proud of the time, effort and creativity they bring to making sure our school is the best place it can be.

The children were asked to express their answers in different ways to the question: 'what is the best thing about being a child?'

This poem was written by Alix in Year 5.

Monday the 10th of May 2021

### Kids

We don't have to pay tax, we get to relax  
Run around 'wacky behaving' while our parents are slaving  
It's fun being a kid, no way to deny  
'Cause your family mop your tears when you cry  
Playing Among Us and Roblox is fun  
But when our parents were young, there was only PS1!  
I don't know what the future will hold  
But hopefully I won't get too wrinkled and old.  
It's fantastic being a child  
We are happy, bold and wild  
The future's ahead, don't worry or dread  
Live in the moment, the sunny sky moment  
You take that kiddiness AND YOU OWN IT!!!

**Composed by Alix for National Children's Day**



George & Thomas gave up 1.5 hrs of their time (and walked 2 miles) to take part in an organised beach clean on Chalkwell Beach with Southend Beachcare group!!



| TTRS Top Rockers - May Week 1 |                                     |                                               |                         |
|-------------------------------|-------------------------------------|-----------------------------------------------|-------------------------|
|                               | % of class that used TTRS last week | Average daily minutes                         | Average correct answers |
| 1st                           | Dune (100%)                         | Victoria (8)                                  | Victoria (2341)         |
| 2nd                           | Great White Shark                   | Strand                                        | Strand                  |
| 3rd                           | Strand                              | Dune, Coral, Seashell, GWS, Endeavour, Wilton | Wilton                  |

## Diversity

Did you know we have 23 different languages spoken at Darlinghurst? We celebrate the individuals that form our academy and we are lucky to learn from different religions, cultures and ways of thinking, whilst united in holding our academy values of achievement, belonging, confidence, determination and excellence.

We recognise the key role we play in educating our children about tolerance and understanding. In recent assemblies, UKS2 have been focusing on empowerment, learning from the examples of others. Last week, a member of staff shared a powerful and moving speech about her personal experiences of discrimination, which helped deepen our children's mutual respect and tolerance and inspired others to talk openly about their own experiences and feelings.

Year 5 and Year 6 have since been learning about the racist abuse some celebrities and sportspeople face online and are now planning letters to the big social media companies and the government to challenge the idea that social media accounts should be anonymous when this makes online abuse so much easier. Two of our Year 5 girls were also inspired to write and share a poem.

We are also gearing up for Multicultural Fortnight (MF21) from June 7-18, with a particular focus on the commonwealth. If any members of the family would like to talk to their child's class about their background and culture, please contact your child's class teacher.

Keep checking our Instagram page in the coming weeks to see some of their letters; the girls' performance of their poetry is already there – check it out, we are really proud of them.

**Mr Turner**



Abraham  
Year 6  
Barnardopole

## Equality and Discrimination

Discrimination is the unreasonable act of deciding or not accepting someone because of their appearance, character or lifestyle. Over the last 200 years, there have been acts and laws passed to prohibit and punish any form of any racism, homophobia, sexism, and any hate to a group or person because of their beliefs. There is no reason to do the act of discrimination as it is wrong and prejudice.

Who is discriminated?

Everyone is discriminated. Somewhere in the world, you will be discriminated for something:

- Muslims in China.
- Women in job interviews
- Men in court because of relationships
- Christians in parts of Asia
- The Asian, African and South American community in America

BBC undertook a study where a man was abusing a woman and another time where the roles were switched. The first time 5 people stopped to help. On the other hand, the second time (the man getting abused) NO ONE stopped to help. This further proves my point about anyone being able to be discriminated.

How can we end discrimination?

We can end discrimination by realising that we should inform ourselves about unique cultures and lifestyles. We should not allow ourselves to get brainwashed into thinking that people deserve to be hated. **WE ARE ALL EQUAL.**

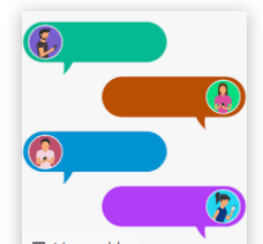






Next week is **National Walk to School week**, and we would like to encourage you to walk to school with your children. If you live further away and need to use a car, why not park a little further away and walk the rest of the way. The benefits of walking to school are not just health related. It means less cars around the school, creating safer environment for our children and less pollution in the air. It also gives you more time to talk with family and friends. Each class has been given a tally chart to fill in on a day to day basis and the classes with the most tallies will receive a bonus PE lesson.

Children and young people's lives online have changed dramatically because of the coronavirus and as a result of spending more time at home and online. Research has shown that during lockdown some children have increased their use of social media significantly and whilst the internet is a great way for children to stay in touch with their friends, it comes with risks. Now, more than ever, it's important to talk to your child about staying safe online and about the apps and sites they're using and how they are using their screen time and children and parents need to consider the following:



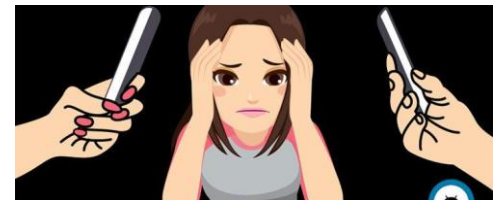
- Does your child spend hours searching the internet?
- Do they spend less time each day talking to people they know and more time talking to people they don't know on a livestreaming or video app?



Asking them about the sites, apps and games they use regularly can be a great way to start a conversation and help you identify any risks in what your child's doing online or who they may be talking to.

Many of our children have been talking to their school friends online but without the visual contact the nuances are lost and this

can lead to misunderstandings and result in further upset and the breakdown in relationships. This has a further impact on them when they are in school and not only affects their learning but also impacts upon their self-esteem.



It can be difficult to know how to start talking to your child about what they're doing online or who they might be speaking to, and the language that they are using. It can help to:

- reassure them that you're interested in their life, offline and online. Recognise that they'll be using the internet to research homework as well talking to their friends.
- ask your child to show you what they enjoy doing online or apps they're using so you can understand them.
- be positive but also open about anything you're worried about. You could say "I think this site's really good" or "I'm a little worried about things I've seen here."
- ask them if they're worried about anything, and let them know they can come to you.
- ask them about their friends online and how they know they are who they say they are. If someone from within any group chats allows someone else to access your chat think- do they really know who they are?

**The WWW Approach - do you know **WHO** your child is talking to online, **WHAT** they are doing online and **WHERE** they are going online?**

You can also find online safety tips and information about social networks, apps and games for parents over on [Net Aware](#) and on the [NSPCC website](#)



## Paige in year five wrote a promotional piece of writing for Darlinghurst. WHY DARLINGHURST?



### Who are we?

Located in the seaside town of Leigh-On-Sea.

Darlinghurst Academy offers great learning opportunities and the staff work daily to educate your child.

### Why choose us?

Do you want your child to have fun?

The PE teachers are highly skilled and make sure your child does their best.

Outdoor learning is where your child learns about nature.

### One goal, one vision

Our school logo is a little boat, which represents a new journey every day. There are stars on our logo too and the stars represents how we always shine.

Darlinghurst Academy values are achievement, belonging, confidence, determination and excellence.

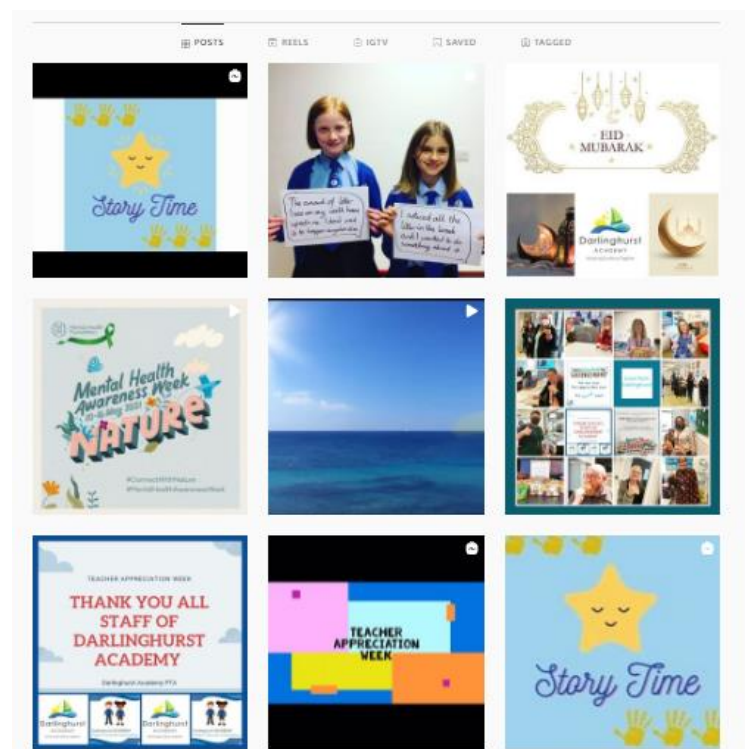
### Our promise

Darlinghurst Academy promises to always put your child first in everything. Sign up now while you can.

Do you know anyone with a pre-school age child that is looking to start Nursery? New starters can join 'Tiddlers', our Nursery for September 2021 where we provide a nurturing and caring environment for 3 and 4 year olds. Please contact our Nursery admissions on 01702 509205



What have  
you missed  
on Instagram  
this week?





## Census Day– Thursday 20<sup>th</sup> May

For our Summer Term Census day meal we will be offering a **Fish and chip lunch** or **Vegetarian hot dogs**

We will also offer usual cold meal options  
(*ham, cheese, tuna or egg packed lunches*).

We would love as many children as possible to participate.



**Please note: There will be a menu change on Friday 21<sup>st</sup> May, when Hunter's Chicken and Cheese & Potato Pie will be served instead of the published menu options.**

Thank you for your continued support.