



Week beginning: 6.3.26

It has been another busy week at Leesons with sports events, trips and World Book Day. There is always so much going on! Next week, we wish Year 6 good luck in their final mock SATS assessments. Have a lovely weekend!

The Leesons Team

Attendance and Punctuality

Our attendance and punctuality for this week can be seen in the table below.

Class	Attendance (%)	Punctuality (number of lates)
Little Orchard	95.45%	2
Hedgehog	90%	2
Robin	96.67%	4
Owl	98.46%	0
Woodpecker	96.43%	3
Kingfisher	88.13%	0
Badger	97.27%	4
Fox	96.5%	1
Rabbit	97.39%	2
Mole	99.57%	4
Starling	95%	2
Otter	96.08%	3
Stag	97.14%	4
Kestrel	96%	1

Well done to Mole Class who won Leo the Attendance Bear and the Attendance cup this week!

Well done to the following class who won the Punctuality cup this week - Owl and Kingfisher!

Both the attendance and punctuality winners will get an additional ten minutes play time. Well done to Stag Class for winning the Walk to School Award.

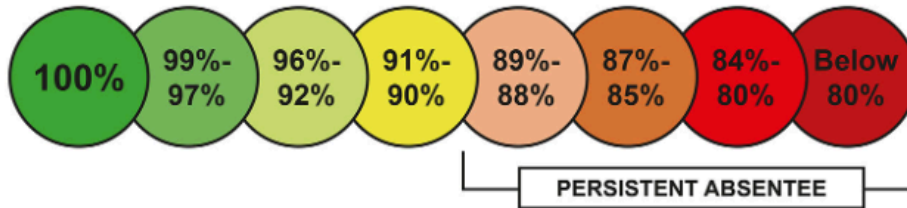


Attendance

Our whole school attendance is currently **95.8%**. Thank you to all of our families for your continued support in getting children into school every day and on time. Every day counts, and we are so proud of the effort being made. Let's keep working together to make it even higher next week!

ATTENDANCE MATTERS

On Time: First Time, Every Time



Which CIRCLE are you in?

Language of the week

Flag	Language	Country	Greeting	Picture
	Italian	Italy	Ciao	

Italy is a boot-shaped country in southern Europe known for inventing pizza and gelato, and it boasts the most UNESCO World Heritage sites globally. It features active volcanoes (Etna, Vesuvius), the famous Leaning Tower of Pisa, and surrounds two tiny independent countries: Vatican City and San Marino.


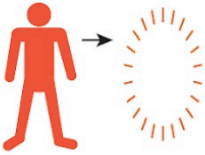














Oracy Talk Topic

Would you rather...?
 Would you rather go into the past or the future?



Word Aware

Please discuss these words with your child at home and see if any of you can use them in conversation this week.

EYFS and Key Stage 1	Key Stage 2				
<div data-bbox="224 1144 699 1816" style="border: 2px solid red; padding: 10px;">  <p>Word of the Week</p> <p style="text-align: center; font-size: 24px; font-weight: bold;">vanish</p>  <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p> Meaning</p> <p>To go away suddenly.</p> </td> <td style="width: 50%; padding: 5px;"> <p> Challenge</p> <p>Magicians make things vanish. They seem to go away. If you were a magician what would you make vanish?</p> </td> </tr> </table> <p style="text-align: center; font-weight: bold; border-top: 1px solid red; border-bottom: 1px solid red; margin-top: 10px;">CELEBRATING WORDS</p> <p style="font-size: 8px; margin-top: 5px;">Copyright material from Stephen Parsons and Anna Branagan (2022), Word Aware 1, Routledge</p> </div>	<p> Meaning</p> <p>To go away suddenly.</p>	<p> Challenge</p> <p>Magicians make things vanish. They seem to go away. If you were a magician what would you make vanish?</p>	<div data-bbox="847 1144 1299 1785" style="border: 2px solid blue; padding: 10px;">  <p>Word of the Week</p> <p style="text-align: center; font-size: 24px; font-weight: bold;">uproar</p>  <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p> Meaning</p> <p>Lots of shouting and noise because people are very upset about something.</p> </td> <td style="width: 50%; padding: 5px;"> <p> Challenge</p> <p>What might cause an uproar in your school?</p> </td> </tr> </table> <p style="text-align: center; font-weight: bold; border-top: 1px solid blue; border-bottom: 1px solid blue; margin-top: 10px;">CELEBRATING WORDS</p> <p style="font-size: 8px; margin-top: 5px;">Copyright material from Stephen Parsons and Anna Branagan (2022), Word Aware 1, Routledge</p> </div>	<p> Meaning</p> <p>Lots of shouting and noise because people are very upset about something.</p>	<p> Challenge</p> <p>What might cause an uproar in your school?</p>
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Book of the week

As it is World Book Day, we wanted to share the World Book Day 'Share a story' section with you. You and your children can listen to a variety of stories here. Once you have watched one, talk about the book using some of these questions. You can listen to the stories [here](#). "What was your favorite part and why?", "Which character did you like best?", "What was the main problem in the story?", and "Did this story remind you of anything that has happened to you?"

Maths Challenge EYFS/KS1

Speedy Maths Challenge Cards Fractions


$\frac{1}{2}$ of 6 =	$\frac{1}{4}$ of 8 =	$\frac{2}{4}$ of 12 =	$\frac{3}{4}$ of 16 =
Shade one half 	Shade $\frac{3}{4}$ 	Circle $\frac{2}{4}$ 	Circle $\frac{1}{3}$ 

Finished in _____m _____s

KS2

Table Tennis Challenge

Only two boys and two girls can play table tennis.
Rachel doesn't mind who she plays with.
Liam will only play if Rachel plays.
Jon won't play if Lauren or Liam plays.
Sarah won't play if Jon is playing.
James will only play if Sarah plays.



Which two boys and which two girls play table tennis?

twinkl.co.uk

E-safety

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.



Conversation starters for parents and carers: ONLINE CONTENT

Trying to start a conversation about online safety with children can be a daunting task. There are many reasons why children may not want to talk to adults about it. One might be that they don't think you'll understand or that you won't know how to help if they came to you with an online problem. It can also be hard to start a conversation about something that you might have limited knowledge about. However, with screen time increasing during the lockdown, it's important now more than ever, to be talking to children about what they are accessing online.

1 ASK THEIR MOTIVATION

Sometimes it's easy to assume we know why children choose certain games or apps. It can seem obvious, like the child interested in football will be enthusiastic about the new FIFA game. But sometimes it can be more subtle than that. It could be that it's an outlet for their creativity or it might be that they like the look of the main character. Learning their motivation and knowing why they like it can help advising them on how to use it safely and help you discuss the pros and cons.

6 MAKE TIME TO LISTEN

When your child can't wait to tell you about their new game, always try and listen to what they say. We always have a lot on our minds, so it's easy for us to drift off onto other things which may be more important. However, try to stay involved and ask them more details about aspects of the game/app. Children will appreciate your interest and the more questions you ask, the more you can find out. If you act uninterested, then they are less likely to tell you about it again in the future.

2 CULTIVATE A BLAME FREE CULTURE

Children can often blame themselves if they come across something that scares them or makes them feel uncomfortable. There will be times when your child has gone against something that you have forbidden, however, most children do not intend to put themselves at risk. Therefore, it's important that your child is able to come to you with a problem and won't be blamed for it. Try to understand what happened and why and warn them of the dangers once more. Engaging in a 'told you so' dialogue or suggesting they are in trouble for not listening may deter them from reporting any future concerns.

7 ASK THEM TO BE THE TEACHER

Showing an interest in what children are accessing online is a great opportunity for you to learn something new as well. Children on the whole love sharing their experiences so by asking them to teach you how to use an app or play a game is not only a great way to bond, but you will also feel more empowered to talk about it. It is easy to shy away from conversations when the child perhaps knows more about the subject content than you do. This can help to turn this around.

3 SHARE PERSONAL EXPERIENCE

Starting a conversation by sharing something that you've seen or that has made you feel uncomfortable can be a great opener. Talking about your own feelings can help children realise that it isn't just them - adults can be affected too. You can then go into how you coped with it therefore indirectly giving children advice on how they can also cope in uncomfortable situations. You can also explain that the reason that you've chosen to talk to them about it is because talking helps. Children will hopefully be able to see the parallels in the experiences and mimic your behaviour in future.

8 USE SCHOOL MESSAGING

It might be that your child's school has sent out a message about the Childline number or to remind children to use the CEOP button to report content. Ask the children what they learned about these at school. When would they use the Childline number? When would they need to use the CEOP button? What does it look like? Asking the children why the school thought that the information was so important that they sent out a message about it reinforces what they learnt whilst at school.

4 TALK ABOUT THE NEWS

Asking children what their response is to news stories around online safety can be revealing. For example, there has been a recent survey conducted by the BBC who are currently campaigning for the application of age ratings and content warnings on video sharing platforms. What do they think about this? Can they think of a time when this would have helped themselves or someone they know? Are they against the idea? If so, why? Could they be accessing something they shouldn't be?

9 ASK ABOUT THE RISKS

Many children may know what online risks are and will happily explain the potential dangers. Listen and try not to be overly shocked if they tell you something that disturbs you. This can then lead nicely into you asking the question about what steps they are taking to look after themselves or what help they could seek if something goes wrong. Sometimes it's just nice to know that your children know the dangers and have taken steps to help reduce the risk for themselves - this is the ultimate goal.

5 ASK FOR ADVICE

It could be that you really do have a friend at work who is debating whether or not to let their child do something online, or it could be that you're bending the truth slightly, but hopefully the outcome would be the same. Don't be afraid to ask others for advice. Not only why they should let the child use it, but also what would they tell the child to be aware of. What are the risks? This will help you understand the risks yourself and what to look out for in future.

10 ASK ABOUT RESPONSIBILITIES

Try asking open ended questions about roles and responsibilities online. Who is in control of the internet? Who is looking after you whilst you are online? Who decides what is appropriate for children to see? This can reveal a lot about a child's perception about who is responsible for their online safety. If they believe that it is up to everyone else to keep them safe, then you know you need to have a conversation about how they can reduce their own risk.

Meet our expert

Heather Cardwell is a practising Online Safety Lead and senior school leader who is passionate about safeguarding children online and educating them around online risks. She has over 10+ years as a Computing Lead and has successfully developed and implemented a whole school approach to online safety in schools, delivering online safety training to both school staff and parents and helping to roll-out a bespoke online safety policy across her local network of education settings.

11 ASK ABOUT SCHOOL ADVICE

Sometimes it's hard to know what to warn children about, if there is a new app or game that your child has come across recently, ask them what they think their teacher would say about it. What advice would school give them? What have they been told about trusting people online or about fake news? Finding this out would be a good way to hear what advice they were given at school and help you reiterate the same message. Quick reminders about what to do if something makes them feel uncomfortable or who their trusted adults are can make all the difference.



Science

Have some fun at home with these experiments

[Science for Kids: Chromatography Butterfly Craft](#)

Junior Duke

The following children have completed tasks in their Junior Duke booklets.

Name	Year	Task

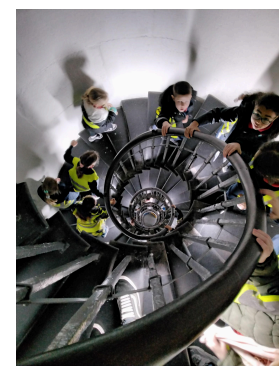
Highlights of the week

Little Orchard Nursery- As part of our EYFS celebrations, we combined our love for stories with a special mission: raising money for the WWF. It was wonderful to see so many children "Wearing it Wild" in their animal-inspired outfits to support such a vital cause.





On Wednesday, four Year 5 children represented Leesons at the Year 5/6 Key Steps Gymnastics Competition. The competition was held at Bromley Valley and the children took part in three key areas: vault, floor, and body conditioning. The children showed great poise, gymnastic skill, courage, and focus. Miss Roffey, who accompanied them to the competition, was in complete awe of the children and would like to congratulate them on their efforts. She also wishes she had their flexibility and confidence - truly amazing!



On Tuesday, Year 2 went on an exciting school trip to London to visit the Monument and Tower Bridge, linking to our learning about the Great Fire of London last term. We also visited Pudding Lane and saw the exact spot where the bakery stood when the fire first



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started. It was wonderful for the children to see these important landmarks in real life and bring their history learning to life.

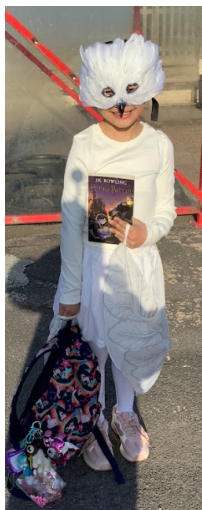
The children showed great determination as they climbed the 311 steps to the top of the Monument and the 206 steps at Tower Bridge. We also explored the engine room, where we learnt how the bridge used to be powered. The children were enthusiastic, curious and a credit to the school throughout the day.

Both the children and adults had a fantastic time, although we were definitely exhausted by the end of our adventure!

World Book Day

As part of World Book Day, Hedgehog class took part in a drawing masterclass by the illustrator of *The Gruffalo* - Axel Scheffler. The children were able to use their best listening and observational skills to follow step-by-step instructions. The results were amazing, with each child completing their own unique masterpiece!





Thank you to everyone who made an effort for World Book Day yesterday. There were so many activities going on today from dressing up to drop everything and read. The staff and children had a brilliant day. Everyone dressed as an animal from a book and donated one pound to raise awareness and funds for the WWF.



What's on?

Week 3 Mock SATs week	
Monday - 09.03.26	<ul style="list-style-type: none"> ● Assembly - Rights Respecting
Tuesday - 10.03.26	<ul style="list-style-type: none"> ● Yr 4 bmx @ Hobblingwell (1 group - 11-12) ● Reception trip to London Transport Museum ● Year 4 and 5 river assembly 1:30-2pm ● Railway Children Performance - M and M productions.
Wednesday - 11.03.26	<ul style="list-style-type: none"> ●
Thursday - 12.03.26	<ul style="list-style-type: none"> ●
Friday - 13.03.26	<ul style="list-style-type: none"> ● Celebration assembly



	<ul style="list-style-type: none"> • Class assembly - Fox Parents in at 2.30 for input first
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Week 4	
Monday - 16.03.26	<ul style="list-style-type: none"> • NSPCC Speak Out Stay Safe Workshop - Year 2 11:30-12:00/Year 5 - 1:15-2:15/Year 6 - 2:15 - 3:15
Tuesday - 17.03.26	<ul style="list-style-type: none"> • Yr 4 bmx @ Hobblingwell (1 group - 11-12) • Parents Evening • Trust sports event in hall -9- 11.30
Wednesday - 18.03.26	<ul style="list-style-type: none"> • Rocksteady concert @ 10am • Parents Evening • Yr 5&6 sitting volleyball @ Coopers School AM
Thursday - 19.03.26	<ul style="list-style-type: none"> • Parents Evening
Friday - 20.03.26	<ul style="list-style-type: none"> • 9.30 easter service at St Barnabus • 2.45pm - Celebration assembly

Week 5	
Monday - 23.03.26	<ul style="list-style-type: none"> • EDI Day • Pakistan day
Tuesday - 24.03.26	<ul style="list-style-type: none"> • Yr 4 bmx @ Hobblingwell (1 group - 11-12) • Yr 6 Girls netball @ Bromley High PM AB & NT • Dental Nurse visit in Reception PM
Wednesday - 25.03.26	<ul style="list-style-type: none"> • Greek Independence Day • Year 5 Horniman museum trip
Thursday - 26.03.26	<ul style="list-style-type: none"> • Yr 1&2 Easter Bunny Run @ St Peter and St Pauls Primary AM • PSHE Subject Monitoring
Friday - 27.03.26	<ul style="list-style-type: none"> • Wrestling all pm • FOL Easter trail • Easter raffle • Easter hard boiled egg decorating competition • 9-9.45am - Celebration assembly

Holiday - Monday 30th March 2026 - Friday 10th April 2026



Menu

Leeson's Primary School

WEEKLY MENU

WEEK 1
WEEK 2
WEEK 3

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	THEME DAYS
MAIN	BBQ Glazed Chicken Wrap (G/W)	Beef & Lentil Bolognese Pasta Bake (MK, G/B*, W*)	Chicken Pie with Gravy (MK, G/B, W)	Chicken Kebab with Pitta (G/W)	Battered Fish & Chips (F, G/B*, W)	
VEGGIE	BBQ Glazed Quorn Wrap & Wedges (E, G/W)	Mac & Cheese (MK, G/W)	Roasted Root Vegetable Pie with Gravy (CE, G/W)	Vegetable Kebab with Pitta (G/W)	Veggie Sausage Roll & Chips (MK*, SO, G/B*, O*, W)	
SIDES	Carrots & Green Beans	Mixed Green Salad	Rustic Roast Potatoes with Roasted Carrots & Parsnips	Homemade Potato Wedges & Green Salad	Beans or Peas	
PASTA & JACKET	Vegan Roasted Vegetable Pasta (G/W)	Jacket Potato & Salad	Tomato & Basil Pasta (CE, G/W)	Jacket Potato & Salad	Mac & Cheese (MK, G/W)	
PUD	Sprinkle Sponge Cake & Custard (E, MK, SO*, G/W)	Yoghurt (MK)	Lemon Drizzle Cake (E, MK, SO*, SU, G/W)	Yoghurt (MK)	Iced Vanilla Sponge with Custard (E, MK, SO*, G/W)	

DAILY SALAD BAR | HOMEMADE BREAD | FRESH FRUIT

DATES
19 JAN / 09 FEB
09 MAR /

ALLERGENS

CE = CELERY	F = FISH	G/O = OATS	L = LUPIN	MU = MUSTARD	SO = SOYA	* = MAY CONTAIN
CR = CRUSTACEAN	G = GLUTEN	G/R = RYE	MK = MILK	N = NUTS	SU = SULPHUR	✓ = VEGAN
E = EGGS	G/B = BARLEY	G/W = WHEAT	NO = MOLLUSCS	P = PEANUTS	SE = SESAME SEEDS	✓ = SEASONAL VEG

food with passion