



22 November 2024

# GORDONBROCK WEEKLY

Dear Parents/Carers,

It's been a cold week—but that hasn't deterred our children from making the most of their week in school!

Our Year 5 pupils did a great job with their Bikeability training. Well done to all involved and thank you to Cycle Confident's Michael and Lucy for their input over the week.

Year 1 enjoyed an enriching visit from Freshwater Theatre on Monday to enhanced their history learning on toys this term.

Switch-Off Fortnight has continued this week—with an extra push this afternoon with Low-Power Hour. Thank you to all the staff and children for their extra vigilance this week—let's keep up the drive to reduce energy consumption in school!

Next week promises to be an exciting one—jam-packed with wider enrichment for the children of Gordonbrock.

On Tuesday, our Junior and Senior Choirs take part in Lewisham Music's Turning of the Year at Blackheath Halls. It's always a

special event that helps mark the start of the festive season!

On Wednesday, our orchestra head to the Royal Albert Hall to take part in the Creative Project at Music for Youth Prom, joining a mass ensemble of instrumentalists. What an incredible opportunity for our young musicians!

Trinity Laban visit Year 6 on Wednesday to perform Tracy Beaker: The Musical, too!

We look forward to reporting on this arts provision in the next edition of The Arts Bulletin, due early December.

A reminder that our Christmas performances are fast approaching. Please ensure you have checked the times/dates in the calendar on the final page of this Weekly.

Wishing you a wonderful weekend—and look forward to seeing you all again on Monday!

*Mrs Wright*

## ROAD SAFETY WEEK



*This week, we marked Road Safety Week. The theme was Road Safety Heroes and, in class assemblies, the children learned about everyone who helps make journeys safer and healthier or helps care for someone after a crash.*

*All the children watched a video aimed at teaching them how to cross roads safely, supported by discussions with their class teacher.*

*Brake, the road safety charity, offer advice to parents and carers to continue with this education at home. [Visit Brake for more information.](#)*



## CLUBS—SPRING TERM 2025

We are pleased to offer a wide range of clubs again for the Spring Term.

A letter with information about how to register an interest in a club for your child (Y1-6) was emailed today.

Please ensure you read this information carefully and **register your interest by 12pm on Monday, 25 November.**



## Creative Adventures in Reception

Over the past two weeks, Reception have been exploring Bonfire Night through a range of creative activities. The children brought our firework poem to life with actions and created vibrant 'Fireworks Over the City' artwork using materials like pipe cleaners, glitter and sequins. They also explored the traditional story of The Little Red Hen, re-telling it with story maps and using phonics to write captions alongside illustrations. To tie in with the story, the children enjoyed mixing wet and dry materials to make their own dough, just like the Little Red Hen.



## Year 2 Journey Back to 1666

Last week, Year 2 had an incredible theatre workshop bringing their learning about The Great Fire of London to life. The children time-travelled back to 1666, where they met Mary, a resident of Pudding Lane, and discovered what life was like during that time. Taking on different roles, they recreated the bustling activity of Pudding Lane and dramatically re-enacted the fire. They even met Thomas Bloodworth, the Mayor of London at the time. The workshop concluded with an exploration of how London was rebuilt and the important changes made to prevent such a disaster from happening again.



## Unlocking History at the Tower of London with Year 6

Last Tuesday, Year 6 embarked on an exciting trip to the historic Tower of London. Despite the lingering chill, we were lucky to enjoy beautiful weather, making the day an unforgettable experience full of history and royal grandeur.

Our journey began with a visit to the impressive White Tower, a centuries-old symbol of strength and power. From medieval armour to royal weaponry, the White Tower offered a fascinating window into the past.

One of the highlights of our day was a special workshop with Lady Latimer, who captivated us with tales of Henry VIII's six wives. This interactive session gave students insights into the intrigues of the Tudor court, and they eagerly absorbed stories of love, betrayal, and royal drama.

Next, we made our way to the Crown Jewels. The breath-taking crowns and dazzling gems left our students in awe, sparking conversations about the monarchy's rich heritage and the significance of these treasures in British history.

Of course, no visit to the Tower would be complete without encountering the famous ravens. We learned about the age-old superstitions and traditions that connect these birds to the kingdom's fate.

The students stayed enthusiastic and engaged throughout the day, showing commendable curiosity and excitement. By the end of our Tower of London adventure, our young historians were tired but visibly thrilled.

A huge thank you to the parents and volunteers for their support—we look forward to more exciting adventures together in the future!



**Sylvie:** "I really enjoyed the workshop as we learnt about all of his wives. His council spread rumours about Anne Boleyn and meant she was beheaded possibly due to gossip!"

**Lila:** I really enjoyed looking at the place where people were executed. It was fascinating to be walking in the same steps of people who were about to die."



**Alice:** "The workshop was fantastic and really liked learning about Henry VIII's wives. The Crown Jewel were spectacular and it felt historic to see what previous rulers had worn on their heads."



## Unlocking History at the Tower of London with Year 6



**Clare:** "I thought I knew lots about Henry VIII's wives but after a fascinating workshop, I realised that not all of them were true. I liked how the workshop was presented by an actor in costume who explained things while we walked around the site"



**Abigail:** "My favourite part of the day was walking around and looking at the Crown Jewels. My favourite piece was the Imperial Crown of India as the jewels on it were amazing."



**Krystian:** "I loved our trip to the White Tower because of all the historical artefacts, such as King Henry VIII's armour and in one of the rooms there were many enjoyable interactive experiences. I also enjoyed seeing the Crown Jewels"



**Rachelle:** "I really enjoyed seeing the ravens. There were two who seemed to be good friends and kept an eye on each other. I wasn't scared of them but one surprised me at lunchtime."

**Indiya:** "I liked seeing the Crown Jewels and going on the slow traveller past them. I liked seeing the glass cushion with the names surrounding it as it felt really historic."



**Lila:** "I really enjoyed looking at the place where people were executed. It was fascinating to be walking in the same steps of people who were about to die."



## Pudsey Mask Design Competition



Thank you to everyone for your amazing Pudsey mask designs! It was such a joy to see all your creative efforts. The School Council worked hard together to select the winners, and while it was a tough decision, they managed to narrow it down. A huge well done to all the children who took part in the Pudsey Mask Competition – your creativity truly shone!



Orla M

R - Orla M



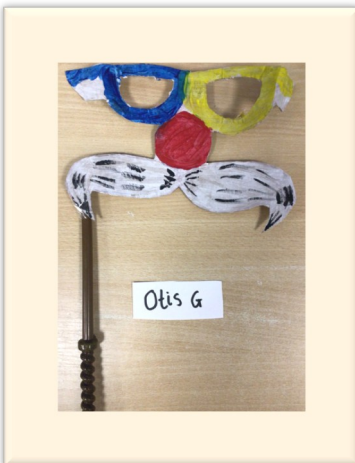
Sarah S

Y1 - Sarah S



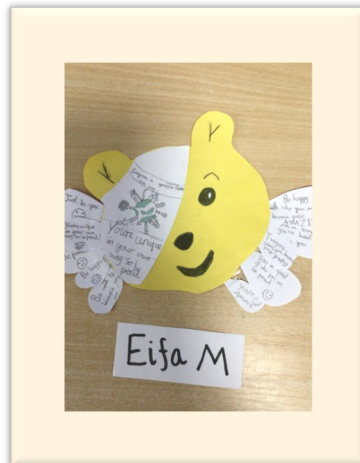
Zoe M

Y2 - Zoe M



Otis G

Y3 - Otis G



Eifa M

Y4 - Eifa M



Kate S

Y5 - Kate S



Julie O

Y6 - Julie O



Israel H-C

Miss Dunn and Mr Ridler- Mayor's pick was Israel H-C (Y5)

## Making A Splash: Year 4's Swimming Success



Year 4 dove into the second part of the autumn term with enthusiasm and dedication to swimming. Over two weeks, our young swimmers refined their techniques, boosted their water confidence and made outstanding progress. From mastering strokes to developing essential water-safety skills, their determination and teamwork were truly commendable. We are incredibly proud of their achievements! Well done to you all!



### GB ATTENDANCE WEEKLY CHALLENGE



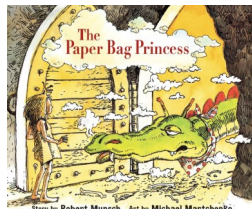
WEEK 9TH TO 15TH OF NOVEMBER 2024

<b>T3</b> 94.82%	<b>S1</b> 97.06%	<b>E1</b> 97.08%	<b>A1</b> 96.61%
<b>T4</b> 97.7%	<b>S2</b> 96.99%	<b>E2</b> 96.97%	<b>A2</b> 97.61%
<b>T5</b> 97.03%	<b>S3</b> 97.93%	<b>E3</b> 96.25%	<b>A3</b> 97.7%
	<b>S4</b> 96.71%	<b>E4</b> 96.68%	<b>A4</b> 98.52%
	<b>S5</b> 95.57%	<b>E5</b> 99.31%	<b>A5</b> 95.45%
	<b>S6</b> 97.84%	<b>E6</b> 97.97%	<b>A6</b> 97.18%
<b>Whole School</b> 96.94%			

# Mrs Wright's Recommended Reads



## **The Paper Bag Princess** by Robert Munsch



When the fiercest dragon in the whole world smashes Princess Elizabeth's castle, burns all her clothes, and captures her fiancé, Prince Ronald, Elizabeth takes matters into her own hands. With her wits alone and nothing but a paper bag to wear, the princess challenges the dragon to show his strength in the hopes of saving the prince. But is it worth all that trouble?

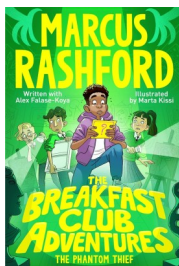
CLASSIC MUNSCH

Age 4-9

## **The Breakfast Club Adventures: The Phantom Thief**

By Marcus Rashford

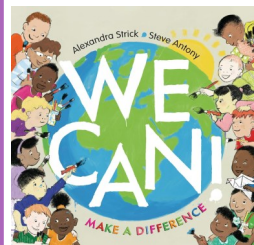
A mysterious figure is stealing from clubs all over Rutherford High! The only clue is a strange calling card left at the scene of the crime . . . When the thief strikes just as Art Club is getting ready for a big show, everyone is worried the exhibition will be cancelled. As suspicion falls on one of the Breakfast Club Investigators, Marcus and friends must race against time to find the stolen painting and unmask the true thief before it's too late!



Age 8-11

## **We Can! - Make a Difference**

Written by Alexandra Strick



What kind of world do children want to live in? Can we all come together to make a difference and make our world a better, safer, greener, kinder place? YES, we can!

Join 15 children as they plan and deliver an amazing We Can! festival - a joyous, peaceful call to action, with green

Age 5-10

activities, mural-making, mindfulness and kindness along the way, beautifully depicted in words and pictures by the bestselling creators of You Can! We Can! was created with real children, who sent messages of hope and practical suggestions for helping to make our world the best it can be.

## UN Convention on the Right of the Child

### Road **Article of the Week**

We are very proud to be a Unicef Rights Respecting School, having achieved the **Unicef UK Silver - Rights Aware Award**.

To help children carry on the discussion at home, we will be focusing different articles of the convention in each newsletter so that our families can explore the rights and meanings together.



Safety Week is an important initiative that emphasizes the need for improved road safety for children. This campaign aligns with child rights, particularly focusing on protecting children from harm and ensuring their safety, a core principle of the United Nations Convention on the Rights of the Child (UNCRC). Several key articles from the UNCRC highlight the need for child protection in all aspects of life, including on the roads:

**6**

**LIFE, SURVIVAL AND DEVELOPMENT**

This article underscores the importance of ensuring children's right to life and healthy development. Road traffic accidents, which cause a significant number of child fatalities and injuries worldwide, directly threaten this right. Road Safety Week aims to raise awareness and encourage actions to reduce these risks.

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**HEALTH, WATER, FOOD, ENVIRONMENT**

Access to health and safety is central to this article and it stresses the importance of preventive measures. By promoting road safety, we prevent accidents that lead to long-term physical and psychological harm, ensuring children's well-being and health as well as the overall development of healthy communities.

UNICEF has been particularly active in advocating for safer roads for children, focusing on both preventative measures and legislative action. They have collaborated with governments worldwide to push for the implementation of child-friendly road safety laws and practices, such as reducing speed limits around schools and ensuring proper child car restraints.



All The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing and climate change. Formally delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](https://nationalcollege.com).

## What Parents & Educators Need to Know about INSTAGRAM

Instagram is a highly popular social media platform with over 2 billion active monthly users. The app is continuously updating and adding new features to meet the wishes of its audience, allowing them to upload images and videos to their Instagram feed, create interactive 'stories', go live, exchange private messages or explore and follow other accounts that catch their eye.

**ADDITION**  
Many social media platforms, Instagram included, are designed to keep us engaged on them for as long as possible. They encourage scrolling and scrolling means we miss something important - in essence, a fear of missing out. On Instagram, young people can lose track of time as they endlessly scroll and watching videos posted by friends, acquaintances, influencers and possibly strangers.

**UNREALISTIC IDEALS**  
Children sometimes compare themselves to what they see online and how they look. How they dress, and the way their life is going in general, can affect their mental health. However, most people only share the positives about their lives online and many use filters when sharing pictures of themselves. A constant comparison with unrealistic ideals can lead to frustration over one's own appearance and lifestyle.

**GOING LIVE**  
Livestreaming on Instagram allows users to interact with friends and friends in real time. Risks increase if the account is public, because that means anyone can watch the broadcast, which could result in further contact from strangers. Additional dangers of going live include an impulse to act impulsively to draw more viewers, as well as being exposed to harmful content or offensive language.

**AVOID GOING PUBLIC**  
If a young user wants to share their clothing style, make up or a similar item, it's possible to tag them in their posts. If the account is public, anyone can view or create content safely with family and friends. If you find an account that you think your followers can view them, and why this is so important. Ask them if you can do this and if they have photos, ask them why and impress on them that they don't need it.

**USE MODERATORS**  
Instagram Live has implemented a mechanic called 'Moderators', meaning that creators can assign a moderator and give them the power to report comments, remove viewers and remove the ability for certain viewers to comment on a live broadcast. If you're a parent, you can assign a moderator to your child's account. It's also recommended to have devices in common spaces so you're aware if a child goes on live or watch a livestream.

**MEET OUR EXPERT**  
Dr. Claire Sutherland is an online safety consultant at BCyberAware. She has developed and implemented anti-bullying and cyber safety workshops and policies for schools in Australia and the UK. Claire has written various academic papers and carried out research for the Australian government concerning internet use and sexting behaviours of young people in the UK, USA and Australia.

**ADDITIONAL SECTIONS:** ADDICTION, UNREALISTIC IDEALS, GOING LIVE, AVOID GOING PUBLIC, USE MODERATORS, MEET OUR EXPERT, FOLLOWING INFLUENCERS, BALANCE YOUR TIME, EXCLUSION & OSTRACISM, PRODUCT TAGGING, INFLUENCER CULTURE, MANAGE LIKE COUNTS.

**ADVICE FOR PARENTS & EDUCATORS**

**WakeUpWednesday** The National College

Source: See full reference list on guide page at <https://nationalcollege.com/guides/instagram-2023>

Use of this guide is at their own discretion. No liability is entered into. Current as of the date of release: 06.06.2024

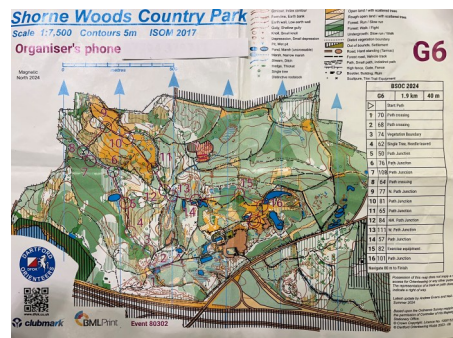
Instagram is one of the most well-known social media platforms around, frequented by users of all ages all over the world, and allowing them to share photos and videos with friends, family and the wider public if they wish. The site has many younger users, allowing people as young as 13 to create an account and engage with its community.

As a popular choice of platform for teenagers, it's vital that parents and educators understand the risks associated with the site and what can be done to mitigate them. This free guide lets you know about the most prominent safety concerns on Instagram, offering expert advice on how to make young people's experiences on the app as secure as possible. So you can absorb this invaluable information while you're on the go, we've also created an accompanying version of this guide [in a podcast format](#).

**Sources**

- <https://about.instagram.com/blog/announcements/introducing-family-center-and-supervision-tools>
- [https://about.instagram.com/en\\_US/blog](https://about.instagram.com/en_US/blog)
- <https://about.instagram.com/blog/announcements/introducing-family-center-and-supervision-tools>
- <https://about.instagram.com/blog/announcements/introducing-reels-and-shop-tabs>

**Sophie and Julie amazing achievement!**



Congratulations to Sophie and Julia who participated in The British Schools Orienteering Championship last weekend in Kent. The girls ran together as a pair, coming a commendable fourth in their category.

After a unique timed start, Sophie and Julia had to use a special map to navigate around paths in the woodland to each checkpoint. Using an electronic dibber (a timing device), they tapped each orange and white checkpoint in the correct order, then had a sprint to the finish line (pictured).

Once everyone had completed the staggered races, a computer program calculated how long each competitor had taken and everyone's times were revealed. Julia and Sophie said it was, '...a very fun experience,' and that they would recommend it to others who like a challenge, learning how to combine reading maps and running.

### IMPORTANT DATES

26/11/2024	Reception to Y6—Flu Vaccines TOTY Y3/4 + 5/6 Choir Concert TOTY
27/11/2024	Orchestra Trip to the Royal Albert Hall
27/11/2024	Y6 Trinity Laban Theatre Visit to GB
29/11/2024	Eco Team trip to Stillness
1/12/2024	Disability History Month
2/12/2024	Nursery Singing Performance 2:30pm Reception and Y6 Hight and Weight Checks
6/12/2024	Reception Christmas Performance 2:30pm
9/12/2024	KS1 Christmas Performance (Y2 Parents) 2:30pm
13/12/2024	KS1 Christmas Performance (Y1 Parents) 9:15am Winter Fair
16/12/2024	Year 3/4 Performance 2:30pm
17/12/2024	Y5/6 Performance 2:30pm
18/12/2024	Christmas Dinner <i>Wear a festive jumper!</i>
20/12/2024	Last Day of Term
06/01/2025	Return back to School
09/01/2024	GB After School Clubs start
10/01/2025	Y3– Trip to imperial War Museum

**Winter Fair 2024**  
Friday 13<sup>th</sup> December  
3.30-5.30 p.m.

**Activities:** CRAFTS, GAMES, FESTIVE FOOD, MULLED WINE, RAFFLE, FACE PAINTING

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**Friends of Gordonbrock**  
If you're able to help in advance or on the day, please email: [friendsofgordonbrock@gmail.com](mailto:friendsofgordonbrock@gmail.com)

**Attendance**  
At Gordonbrock, we celebrate achievement and recognize that attendance is a critical factor for a productive and successful school career. There is an expectation that over the course of an academic year a child's attendance will be 95% or more. Absence that falls below 90% is categorized by the government as persistent absence.

**Attendance Voice mail**  
- Try to telephone the school before 8.30am each day of your child's absence.  
0208 690 0704 and press 1 for attendance

**Attendance**  
**Inform**  
- Tell the school in advance, of any medical appointments

**Let us know**  
- If you are not sure whether your child is well enough to attend school, send them in anyway as they often perk up on arrival.

**Let us help**  
- If you and your child are experiencing difficulties with school attendance then talk to us as a first step so we can help!