



# PUPIL POST

JANUARY 10TH



Celebrating the feast of the Epiphany at home and in school

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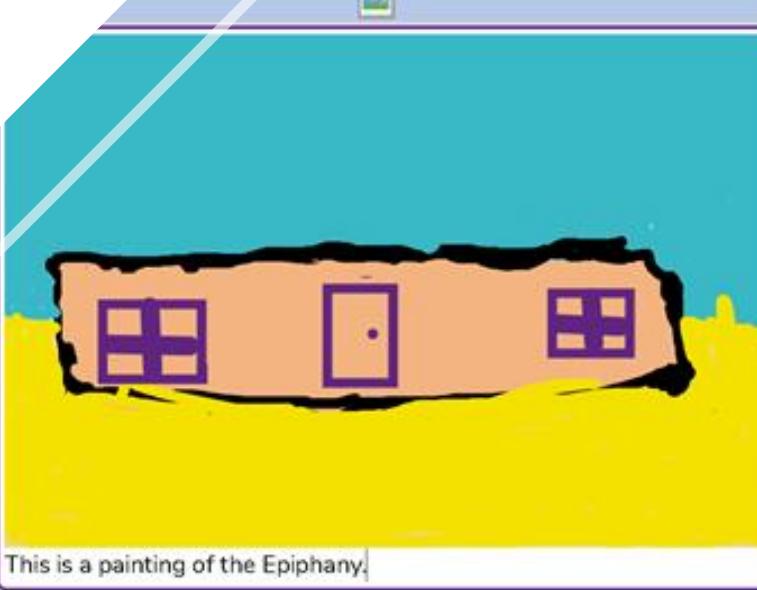
# Happy Epiphany from Reception

Celebrating the Kings  
visit and sending  
surprises!

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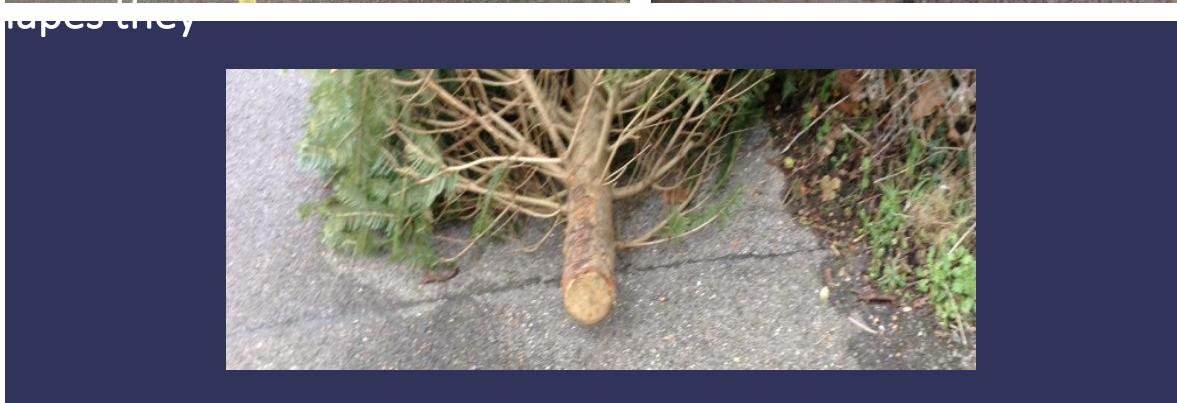
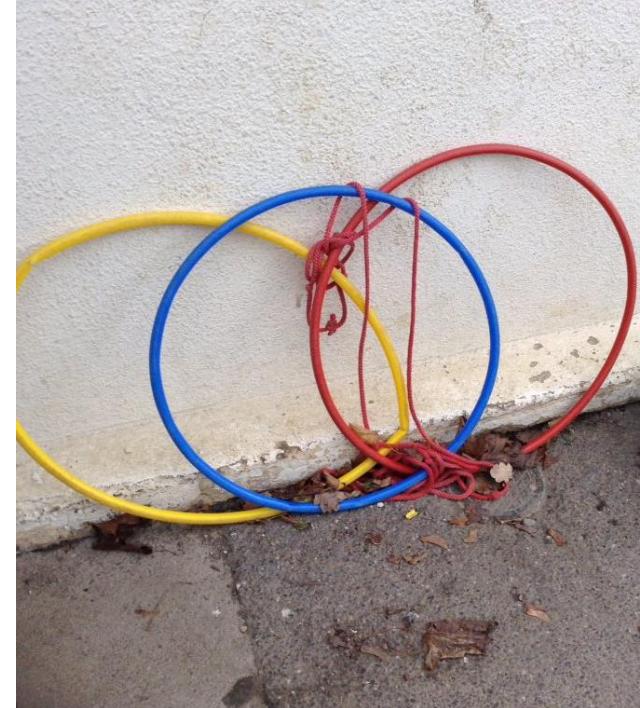
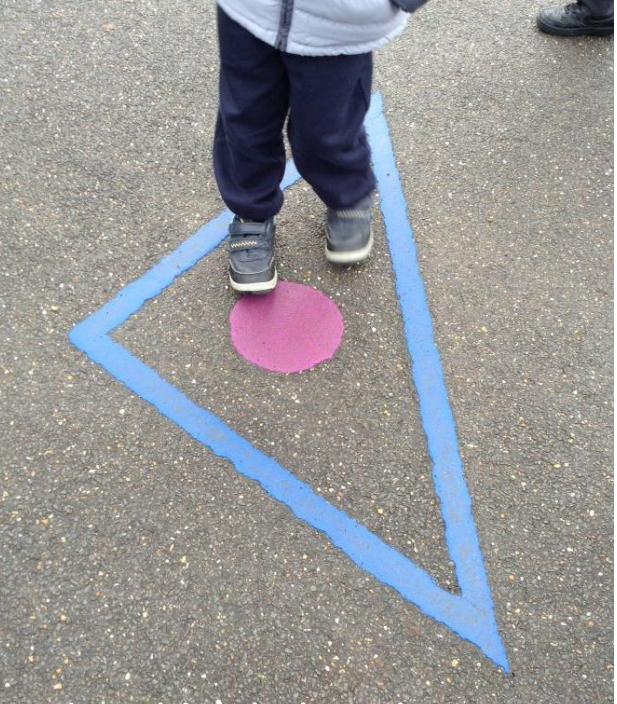


# Epiphany designs at home and in school





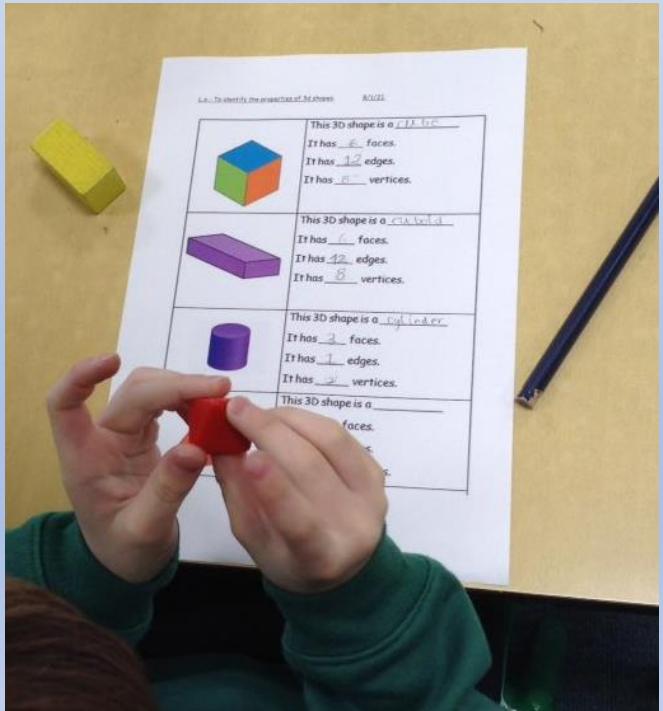
Year 4 made some string telephones for our science lesson on sound and used them to see how they work.



Year 1 Stein class had lots of fun searching for 2d shapes around school and couldn't believe how many shapes they found

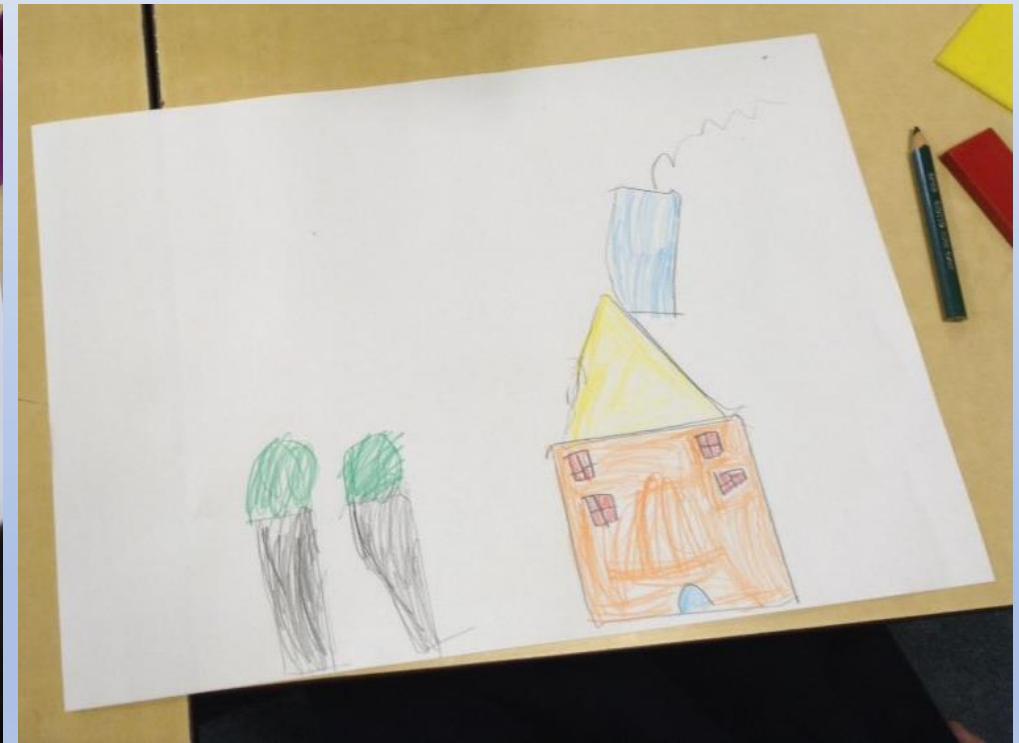
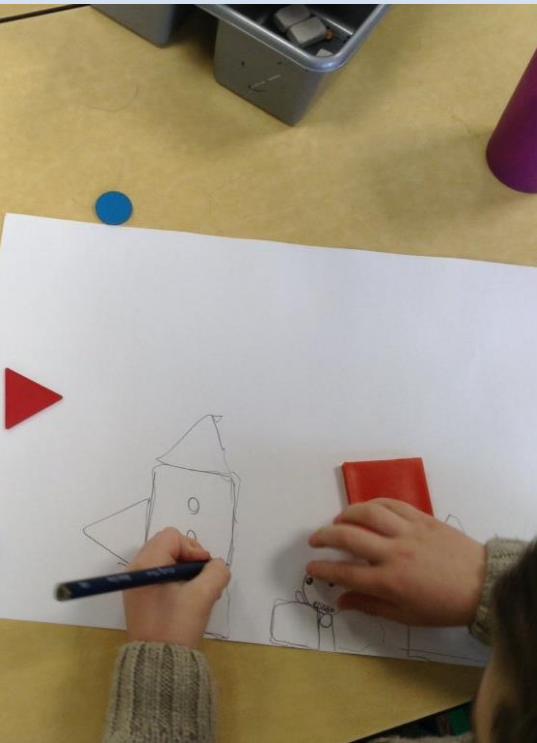
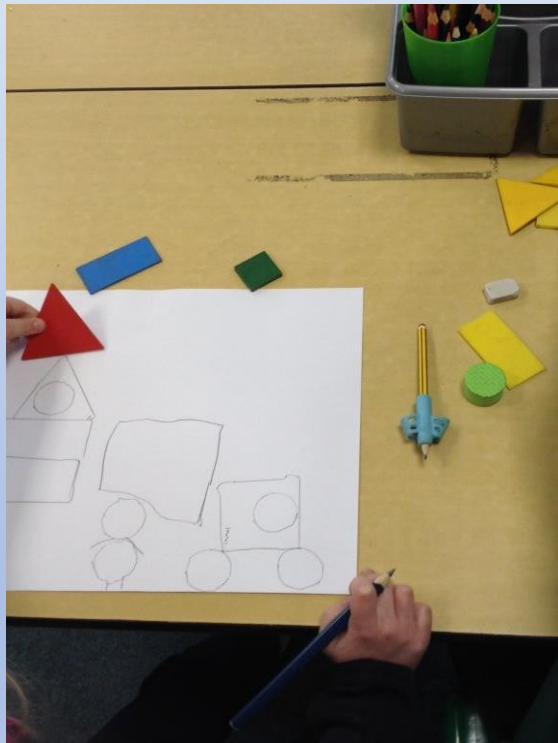
# Learning about 3D shapes.

Today we worked together to find out their different properties!



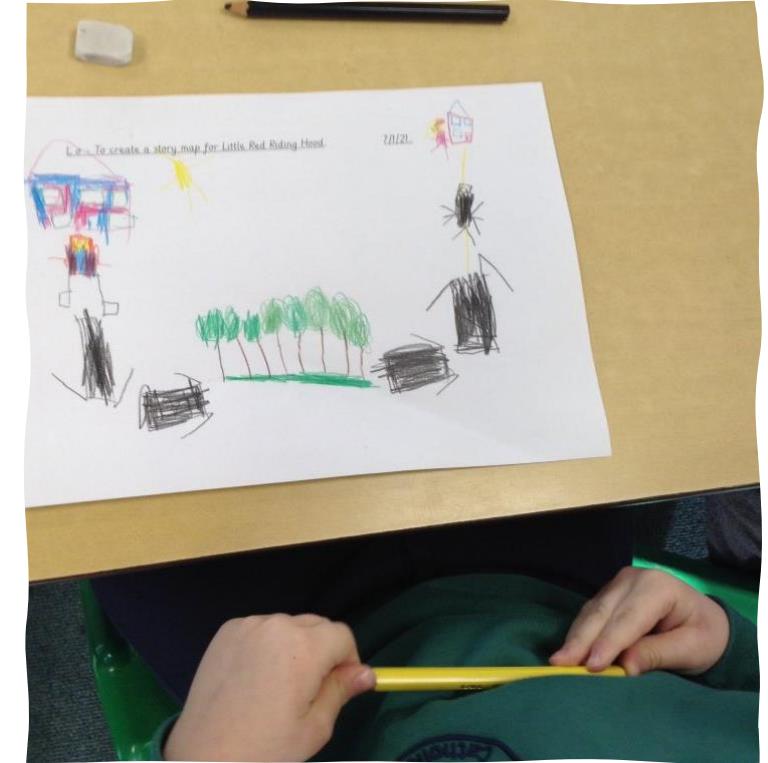
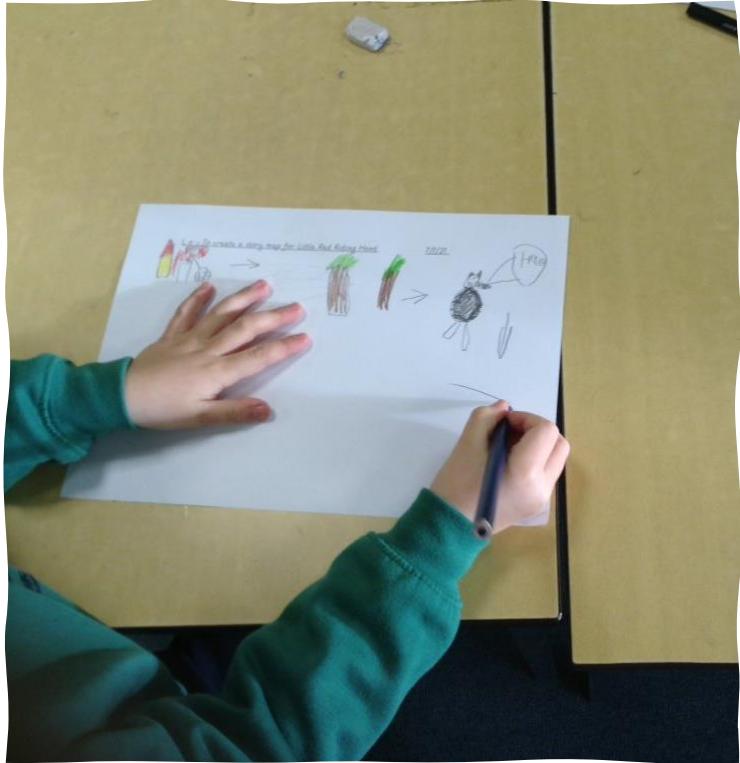
Then they created some lovely 2d shape pictures!  
We can't wait to see the pictures Year 1 are making at home!

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Amazing storytellers have been busy sequencing the story of Little Red Riding Hood and retelling it as a group.



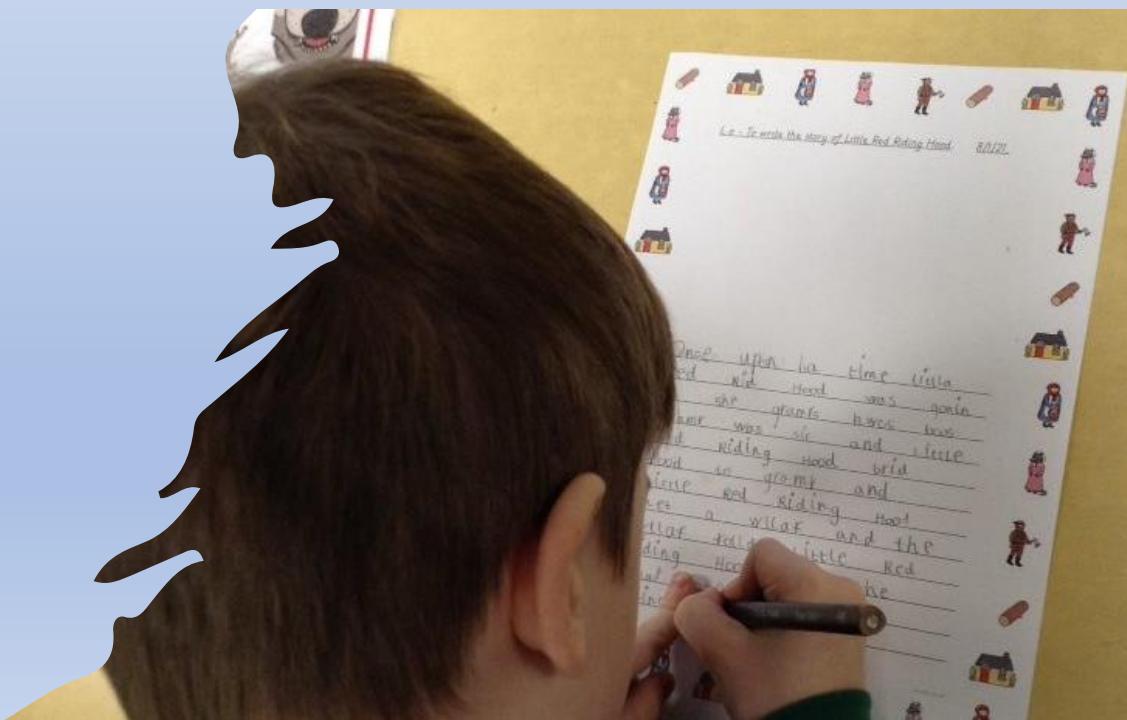
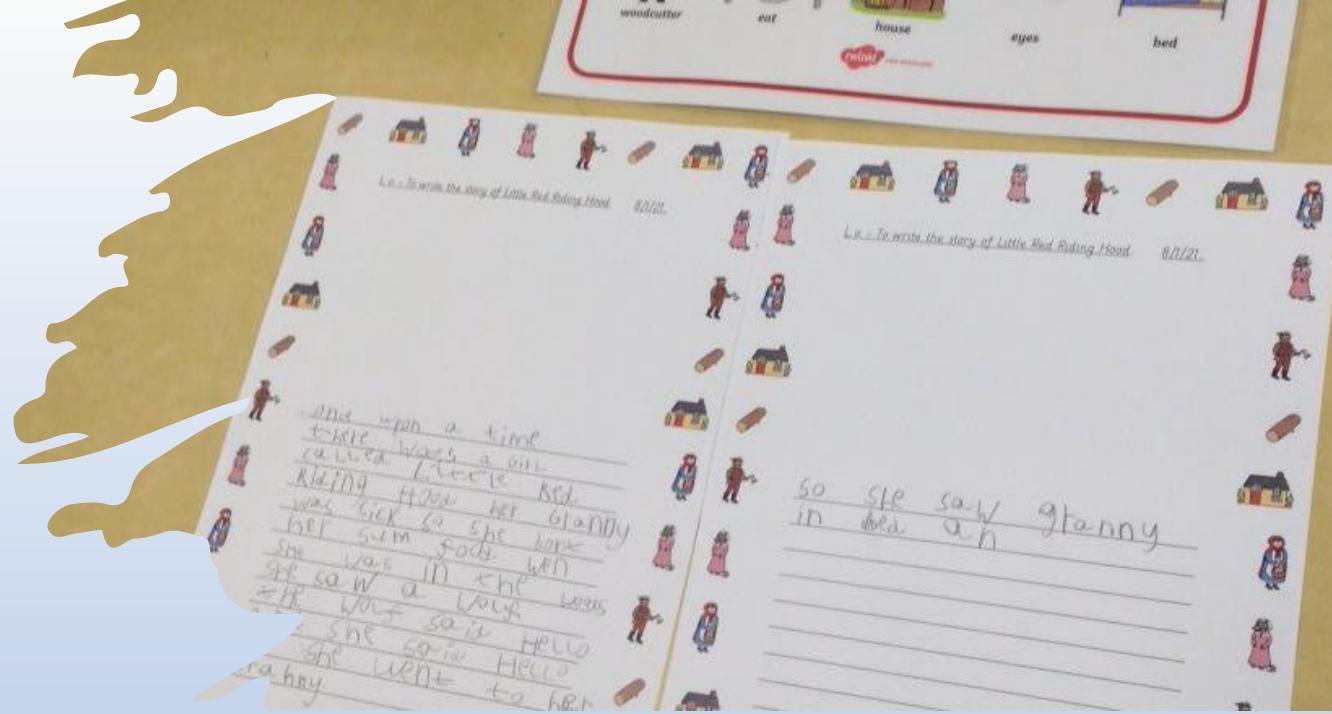
Busy creating story maps for Little Red Riding Hood in school...



It looks like Teddy enjoyed doing his English and RE learning too just like the children in school!  
 What a lovely detailed story map Teddy !



Year 1 Stein have  
really impressed Mrs  
Heath with some  
fantastic story writing!  
We wonder how the  
children at home are  
getting on with their  
stories?





Year 5 enjoying  
their new  
Science topic

The moon orbits the earth and  
the earth orbits the sun.  
**Day and night!**

# Geek Girl



Niamh Kilmurray

Today at 13:50

Harriet Maners is a 15 year-old geek, living a normal life with her dad, Richard, step mum, Anabell and dog Hugo. But she just can't figure out why nobody at school seems to like her along side her best friend Nat and fellow geek, Toby. But when she is spotted by a modeling agency she grabs the chance. Can she transform from geek to chic?

I enjoyed this book because it has lots of facts, is very relatable and is full of laugh-out-loud moments. I would recommend this to people who like a good book that's not too intense and also people who like weird facts.

I would give this book 5 stars.



Year Six Shakespeare have received their first post on their new Book Review blog.

# Sharing work from home

River is a long lane of water.

Facts about Rivers

- The beginning of a river is called the head.
- The end of the river is known as the mouth.
- The current describes how fast and powerful the river is.
- Rivers change over time. Floods make them larger, dry droughts cause them to shrink or dry up.
- Rivers can carve out canyons in the landscape.
- The longest river in the world is the Nile.

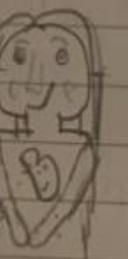
Rivers in the world

- United Kingdom: Thames, River severn, River trent
- Africa: Nile
- North America: Mississippi, Missouri
- South America: Amazon River
- China: Yangtze
- Mongolia/Russia: Yenisei

Scanned with CamScanner

Le troisième jour mon professeur a dit:

YEZ-VOUS



Le troisième jour mon professeur a dit:

Also she loves her food and her attention.

What she dislikes

Millie hates the most is strangers. She would bark at every stranger she sees.

Interesting things she's done

One of the interesting things Millie has done is one day when she was on a walk she was in the field and she managed to find her way home from the field.

Her

There jutore.

1.720ml  
1.722ml  
200 ml  
00 ml

Calculating time

later than 2:40 is 4:20

Working out

↓  
1 hour  
mins = 1 hour 40 mins

$2:40 + \frac{1}{60} = 3:00$   $3:00 + \frac{40}{60} = 3:40$   
 $2:40$  and  $\frac{40}{60}$  does make  $\frac{10}{60}$

Answer  
4:20

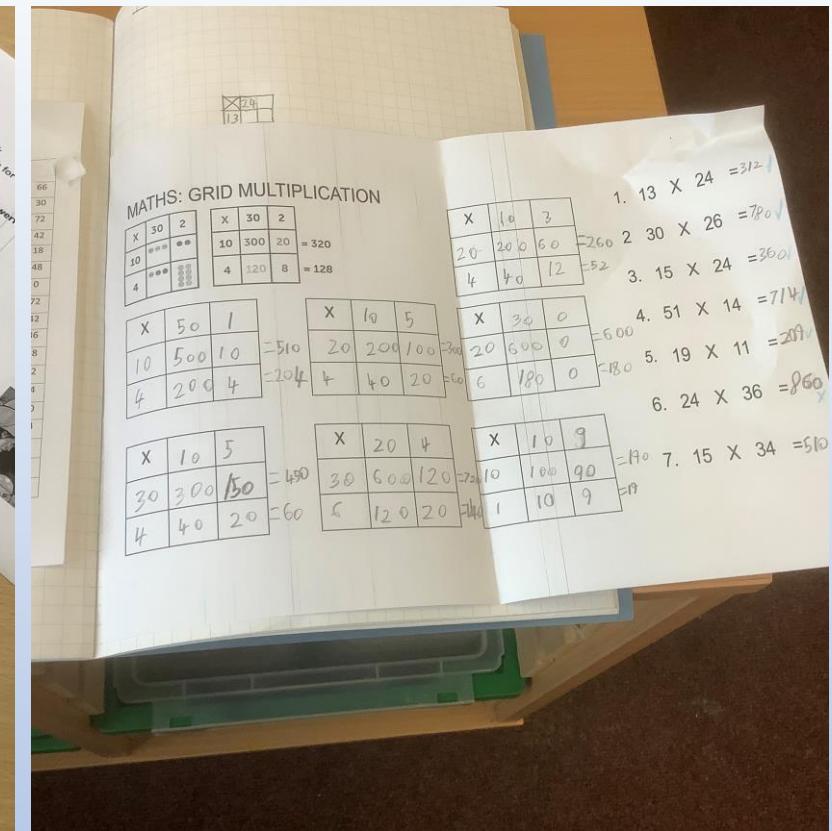
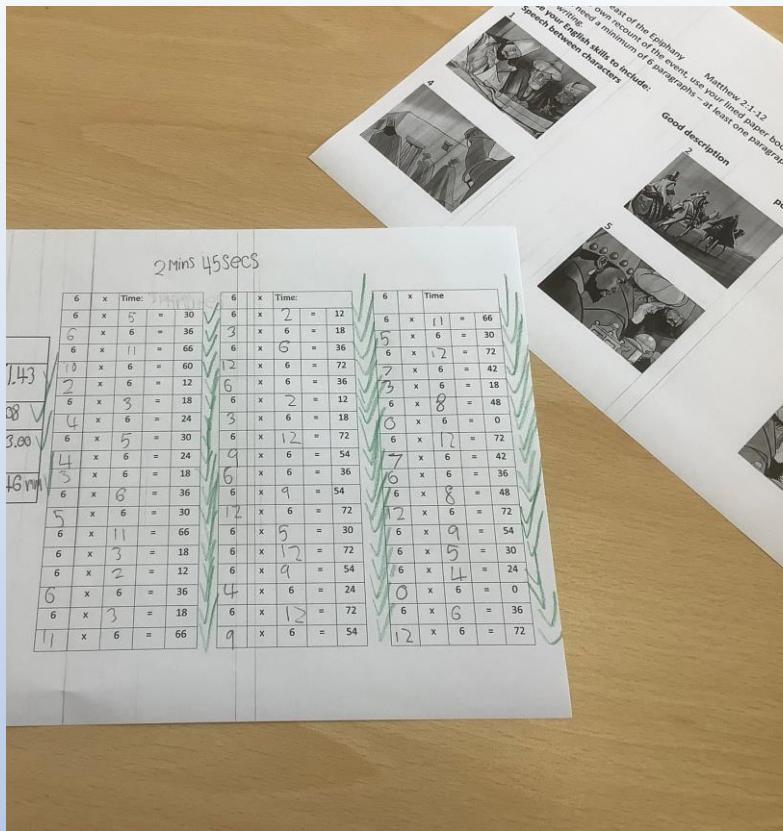
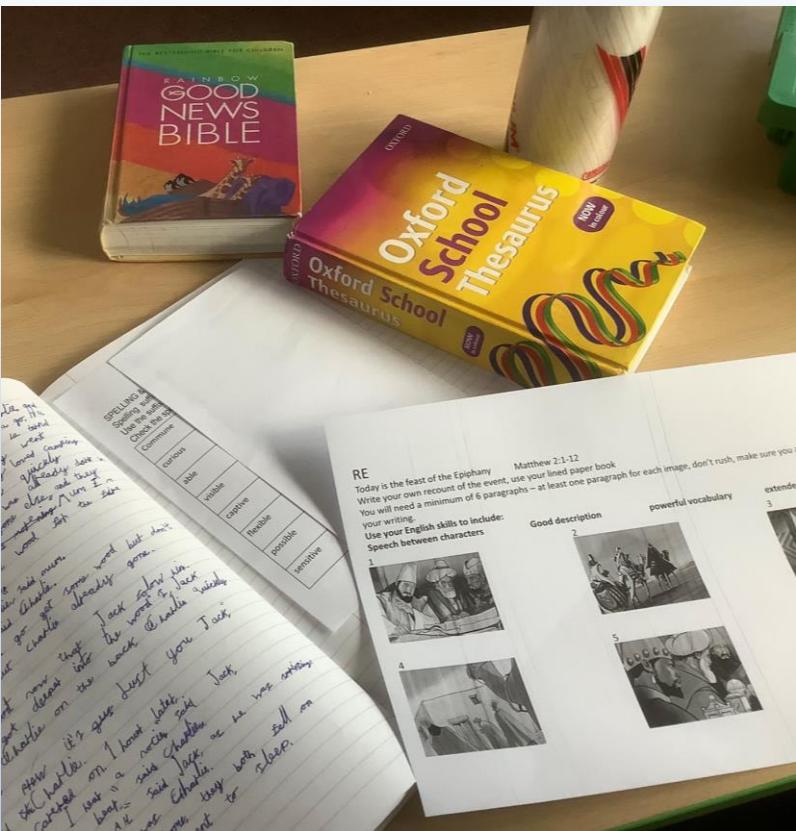
mins after this time now  
25

mins after 20 to three is  
25

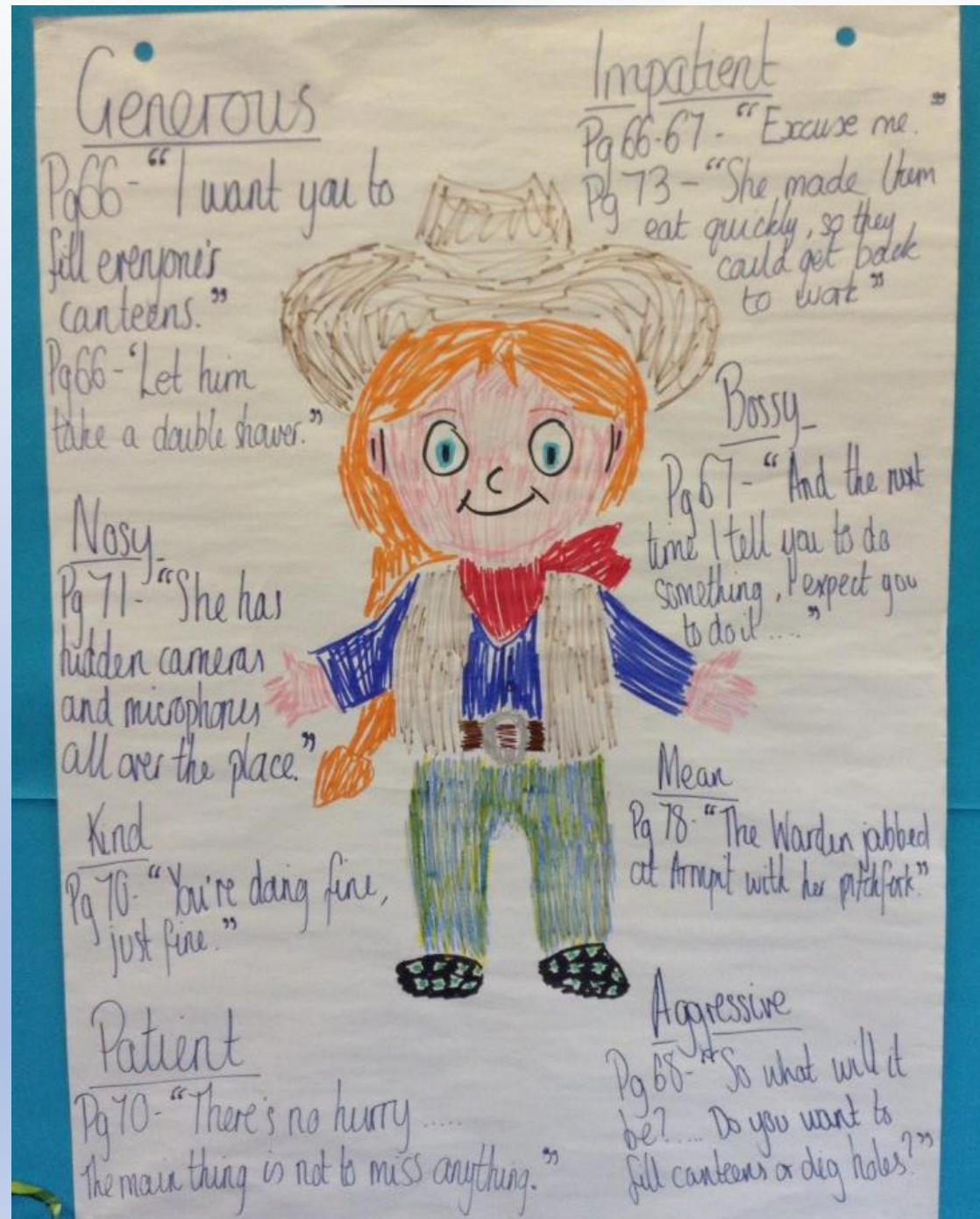
5:45 and 30 more  
mins is 6:15

Louisa caught the train to Hertford at 1:27<sup>pm</sup>. The journey was 2 hours and 15 mins what time did Louisa get there?

She got there at 3:42<sup>pm</sup>



# Keeping busy in Year 5



Year 6 have been analysing the character of the Warden in Holes by Louis Sachar.

She isn't as nice as she first seems!

# Keeping fit in Reception



Friday 8th of January  
How to ride a dragon  
Have you ever wanted to  
ride a dragon? because  
this is the right place.  
What you will need  
Dragon treats  
A long stick  
A saddle  
A harness  
WARNING  
Hold on TIGHT! ✓

What do to  
First put the saddle on and  
tie it tightly.  
Fix when its secure put the  
harness on its neck but make  
sure you don't strangle him.  
Then when he takes up his  
front legs he will start flying.  
Finally he will start flying  
If you give him a dragon  
treat to make sure every  
minute he gets a dragon treat.

Friday 8<sup>th</sup> January 2021

How to ride a dragon

If you ever wanted to  
ride a dragon then call  
with these instructions.

What you will need  
a saddle

a machine that will hold  
the dragon's wing

• lots of food so when  
you're dragon eats

Warning  
You must befriend the  
dragon before he lets you on.

What to do  
First put the saddle  
on the dragon

2. then put on the  
wing holder

3. After that the dragon will  
be able to fly and your done.



Year 3 started their day with some art. Then they wrote instructions about dragons.

We wonder if any of the children doing remote learning started their day in the same way?



The Nursery children are beginning to use lines and circles to represent objects.

The Nursery children have been looking at the similarities and differences of a bicycle and a tricycle.

*"This bicycle got two wheels!"*

*"The tricycle has three wheels."*

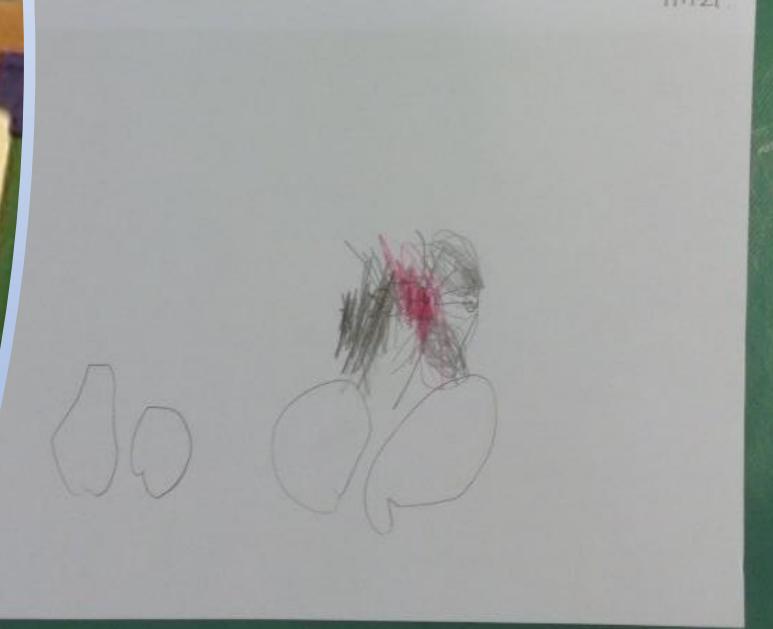
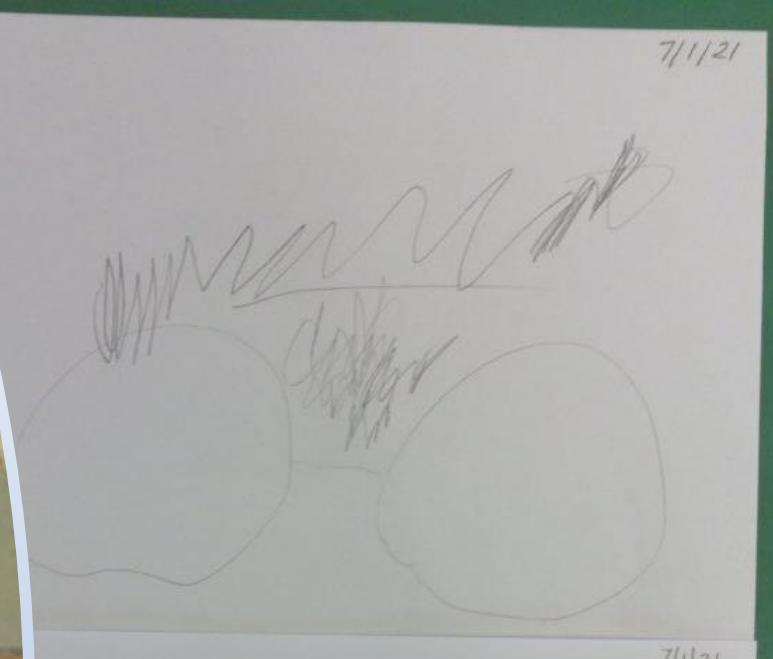
*"Look the tyre is flat here!"  
"We should put air in the tyre.  
The tyre will go very big!"*

**All the pupils had a go at drawing a bicycle.**

*"It's a bike.*

*These are the wheels, that's the chain, and these are the brakes."*

*"Two wheels, these are the spikes."*





Recalling the parts on the bicycle and tricycle.

*"No chain on the tricycle!"*

We also talked about keeping safe when riding a bike.

*"We need to wear a helmet to keep you safe!"*





Continuing to explore clay in Nursery and observing changes as they add water.

The children described their observations:

*"It's cold!" "It's getting nice and warm like my heater!"*

*"It's turning to slime!" "It's a good play!"*

*"I like more water please!" "It's shiny!" "I happy!"*

French: Watch the video if it doesn't play here,  
it is also on the blog

## Year 5A enjoyed learning French

Practice your pronunciation of the words and phrases



Salut			
Tu n'es pa		je ne compreds pa	
ça va		Nous aussi	
Ami		Bonne soirée	



Looking back on the sunny days of the last school closure, what lovely photos of a young man who returned and achieved brilliantly, receiving great praise from all the adults!



A very proud October student of the month who only received the award in mid-December because of lockdown.

*Please send in pictures of your celebrations and achievements too!*

*rsherry@stvincent.herts.sch.uk*

## 1. ALWAYS SET A PASSWORD

If your child's new device has a password protection feature, use it! It'll help to keep their private information safe and will deny others access to their device without permission. Your children's passwords should be something memorable to them – but something which other people can't guess (it's also a good idea for parents to write it down in case it gets forgotten!).

## 4. KEEP NUMBERS AND DEVICES PRIVATE

Make sure your child understands that they should never share their phone number with someone they don't know or accept a friend request from them. They should also appreciate that it's a good idea to mainly keep their device out of sight, never lend it to a stranger, and never put it down somewhere that other people could steal it or take it to use without asking.

## 7. EXPLAIN SECURE WIFI NETWORKS

Your home WiFi is protected by a password that only your family knows, whereas public networks (like those found in coffee shops, for example) can be accessed by anyone. It's important that your child grasps this difference because, if they're using a portable device on an unsecured network, then a hacker could access their personal information without them even knowing.

## 10. TURN LOCATION SETTINGS OFF

It's safest to disable the device's location services (if it's a portable device) so your child doesn't inadvertently make other people aware of where they are. You can usually do this via the device's privacy control settings. Turning location settings off not only means your child's whereabouts can't be tracked by others, it also significantly extends battery life.

## 2. SET UP 'PARENTAL CONTROLS'

This really is an essential when your child gets a new device, so they're protected from the outset. Most phones, tablets and consoles allow you to customise their settings to determine which games your child can play, how they can communicate (and who with), what content they can access and so on. It will give you peace of mind that they can't inadvertently do something they shouldn't.

## 5. HAVE 'THE MONEY CONVERSATION'

Before your children start using their new device in earnest, talk to them about in-app purchases and other ways that money might be spent through their device. Once they understand, you might want to agree on a spending limit and reassure them that they can come to you if they're uncertain, or if they have made a purchase by accident.

## 8. LIMIT SCREEN TIME

Using a device for too long, especially just before bed, can interfere with a child's sleep quality and reduce their concentration and overall enthusiasm. It might be helpful to agree on certain times of day when they don't use their device. Most devices' settings let you specify a screen-time limit, helping your child to stay fresh and focused in order to perform well at school.

## 11. STAY AWARE OF THE SURROUNDINGS

It's quite common to see adults not looking where they're going while engrossed in their phone. Children are even more easily distracted. In some cases, children have been hit by cars or cyclists because they were staring at their device and lost track of where they were. Remind your child that screens and walking don't mix. If they need to use their device, they should stop in a safe place first.

## 3. PAY ATTENTION TO AGE RATINGS

One of the first things children want to do with any new device is play games and explore apps. Before they download anything or install a new console game, check its age rating. Many popular games and apps have content that's not suitable for younger ages. The safest long-term solution is to adjust the device's settings so they can only download and use games and apps appropriate for their age.

## 6. DISCOURAGE DEVICE DEPENDENCY

Of course, children who've just got a new device will naturally want to spend as much time on it as possible. But whether they're zapping bad guys, watching videos or connecting with friends, it's easy for them to get attached very quickly. Gently remind them that having family time, going outdoors and getting some exercise are still fun, too. And the device will be there when they get back.

## 9. ONLY PAIR WITH KNOWN BLUETOOTH DEVICES

Your child may want to connect to another device via Bluetooth, so they can listen to music wirelessly or share pictures and videos with nearby friends. But if they use Bluetooth to link with a device that they don't know, they're at risk of a stranger being able to see their personal information or having someone transmit a virus onto their device.

## 12. BE THERE IF THEY NEED TO TALK

Even when you've made a device as secure as you can, there's still a possibility of your child seeing something that bothers them, or someone they don't know attempting to contact them. If this happens, listen to their concerns, empathise and reassure them. Once they've explained what happened, you can decide if you should take further action like blocking or reporting another user.

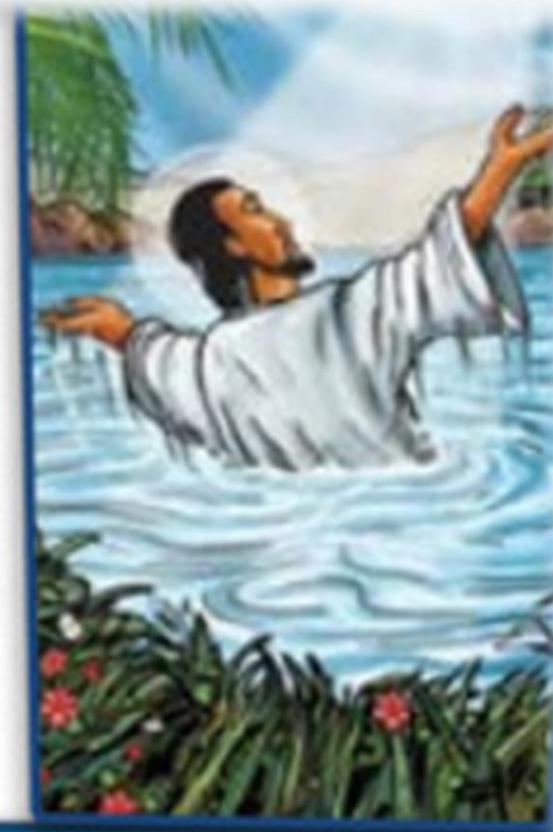
# Have a good week!

Helpful tips about devices from  
[@natonlinesafety](https://www.guideeducation.co.uk/parentsupporttopics)  
and home learning tips at  
<https://www.guideeducation.co.uk/parentsupporttopics>

# The Sunday Gospel

## The Baptism of Our Lord

When John the Baptist was preaching he said, "Someone is following me, someone who is more powerful than I am, and I am not fit to kneel down and undo the straps of his sandals. I have baptised you with water, but he will baptise you with the Holy Spirit." It was at this time that Jesus came from Nazareth in Galilee and was baptised by John in the River Jordan. No sooner had Jesus come up out of the water than he saw the heavens torn apart and the Spirit, like a dove, descending on him. Then a voice from heaven said, "You are my son, the Beloved; my favour rests on you."



Taken from the Gospel of Sunday 10<sup>th</sup> January 2021 Mark 1:7-11 (the Baptism of the Lord, Year B)

*Please share and pray together  
as a family, reflecting upon the  
meaning for our lives today*



Dear Lord Jesus, thank you  
for the gift of **Baptism**.  
Please help us to live like  
you and to spread God's  
love throughout this  
new year. Amen.

Which words stood out for you in this Gospel, and why? What does the picture make you think about? Enjoy exploring this Wednesday's word, which is **BAPTISM**.

**2**

"Baptism is God's most beautiful and magnificent gift." *St Gregory of Nazianzen*

What happened when Jesus came up from the water? In this Sunday's Gospel, Jesus is baptised. He begins his mission to the world when the Holy Spirit comes down upon him - the same Spirit we receive through Baptism and Confirmation. Ask your child what they know about Baptism. If your child has been baptised, ask them if they know who chose their name, and why that name was chosen for them. Ask them if they know what any of the symbols of baptism represent (e.g. candle, water, oil, white garment, the sign of the cross).

**3**

Jesus came for everyone: to draw us all into his family so that we can become more like him and joyfully share in God's own life.

Baptism is one of the seven Sacraments which bring us closer to God. It is the start of a life-long call to reveal God's Spirit to our family and community. When we are baptised we become a new creation; we receive the Holy Spirit, to help us to live like Jesus. How can we live more like Jesus as we begin this new year? Perhaps we can: be fair and generous; always try to offer help before we are asked; be peacemakers; be ready to go out of our way to help others; regularly make an effort to let other family members know how much we love them.