

# THE PAKEMAN PRESS



**Pakeman  
Primary School**

Issue 9, Summer Term 2020

Friday 26th June

**Thank you for taking the time to read this weekly newsletter.  
We hope you will find its contents useful.**

## Dear Parents/Carers

### Live Zoom sessions

This week live Zoom sessions started and it has been wonderful to come together in classes and share some live learning experiences and games. In EYFS and KS1 the children brought their favourite toys or items along to share in show and tell sessions. In KS2 the children took part in some challenging quizzes. We have had lots of positive feedback from the children and parents who took part, saying how much they enjoyed seeing their classmates, teachers and TAs. There was even a special online visit from Lynne to some of the classes! We will be continuing these live sessions each week up until the end of term. So if you missed your session this week, please join us next time.

In order to ensure that the children have permission to join the meetings, a text message from the school with the weekly meeting ID and password is sent directly to parents and carers. You need to download the free version of Zoom beforehand by visiting: <https://zoom.us/>

A letter was emailed to parents last week and this contains all of the safeguarding information, including guidance on the recording of the sessions.

### First News

Please [click here](#) for this week's edition of First News, the newspaper for children. This edition's lead news story is about how disabled children have been struggling during lockdown. As well as interesting news stories, the newspaper includes a whole page of puzzles, including a crossword, word wheel and sudoku.

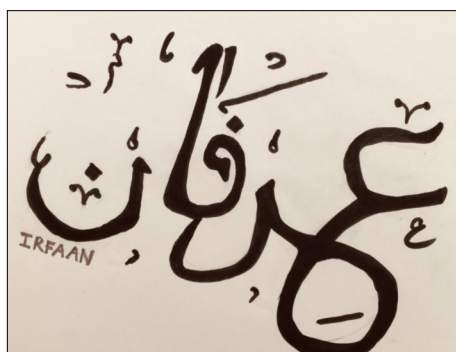
### PSHE

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. At Pakeman, we cover a wide range of topics within this area of the curriculum and during lockdown the children have done some fantastic work. On p.2 (A Focus on PSHE) and in the next column (Arabic Calligraphy) you can see some of what they have been doing for this part of the curriculum.

### Arabic Calligraphy

When Years 5 and 6 were asked this week to think about what job they would like to do when they are older, Irfaan (Blue Class) was not only able to explain what he wants to do (see below), but he also demonstrated his talent and skill at his desired job as a calligrapher in Arabic. The etymology of the word calligraphy is from the Greek words kallos (beauty) and graphos (writing). Irfaan's impressive work exemplifies this art form, based on the harmonious presentation of the letters in words (as well as the words on a page). As such, each letter and diacritical mark is carefully placed on the page, using measurements and multiple pen strokes.

When I grow up I would like to be an artist and the type of art I would do is calligraphy and doodling. The skills I would need is being already a good artist and knowing how to doodle and do calligraphy so it will be much easier for me when I grow up. I want to do it so my family feels proud of me for my future and spread the Arabic language by doing calligraphy in Arabic. The most fun part would be doodling and colouring the spaces that are white so the drawing looks nice and colourful. The hardest part would be carefully doing the calligraphy without any mistakes so it looks perfect.



### A storybook for children explaining Covid-19

Please [click here](#) for a lovely online storybook written and illustrated by Stacey Kelly, called 'Don't Worry Little Bear', which explains Coronavirus to children (especially EYFS and KS1) and reassures them that everything will be okay.

## P4C QUESTION

**Are you always responsible for your actions?**

### A message about well-being from the school's therapists – Rachael and Sophie

The weather has been glorious, making it a great time to connect with nature.

**For children** – [This](#) video of *Happy* by Pharrell Williams, a joyous and uplifting song (you might know it from *Despicable Me 2*), shows people of all ages and in many settings – and a couple of minions – getting out there and bustin' some moves. Who's your favourite?

**For families** – Why not play the *Happy* song and take turns as if you were doing your own video. Dress up for it, get some colour in there and go crazy with your moves. Pretend to be someone from the music video and go for it!

**For parents/carers** – As this downloadable [Thriving with Nature booklet](#) states: 'interacting with nature can be not just enjoyable, but also beneficial to our mental health and wellbeing. From forests and rivers, to parks and gardens, to window boxes or even house plants, we can find nature wherever we are'. Did you know that exercising in green spaces for as little as five minutes a day has been found to improve mood and feelings of self-esteem. So find your way to a green space and enjoy all it has to offer!

We wish you well.

### Springwatch 2020

Please [click here](#) to see some absolutely incredible pictures capturing a variety of animals during Springwatch this year. You can see further photographs [here](#) and watch some wonderful Springwatch 2020 programme clips [here](#).

### Word of the week

#### Exemplify

**Definition:** to show or illustrate something with an example

**Use of the word exemplify in a sentence:**

A piece of Irfaan's work is used in this newsletter to exemplify the art of Arabic calligraphy.

## A Focus on PSHE

**EYFS:** The children were delighted to take part in a sensory play session exploring mark making and pattern. First they covered the bottom of a baking tray with flour, and then explored the marks made by different objects (eg. fork, small stick, paintbrush, sponge, scrunched up paper, leaf). Sensory play is wonderful for supporting children's cognitive growth, language development, problem-solving skills, motor skills, and social interaction. The reason it is so beneficial is that it creates a space for children to be fully focused and immersed in their play experience, which can often have a calming effect and promote well being.



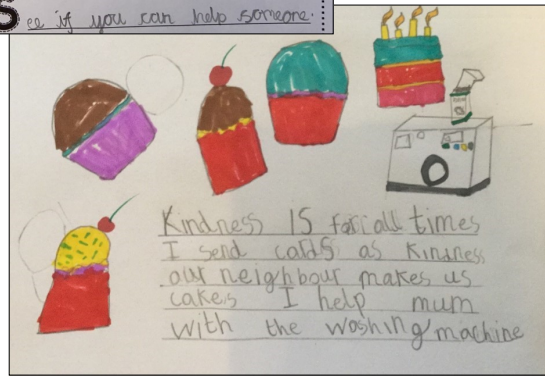
**Years 1/2:** Whoever we are and whatever our age, kindness improves quality of life and brings people together because it involves being friendly, generous and considerate. Even small acts of kindness can make a big difference, and Years 1 and 2 really enjoyed thinking

**Acrostic Kindness**

**K**isses and hugs show that you care  
**I**t is the most important thing  
**N**uns are always kind.  
**D**octors and nurses help others.  
**N**ever be unkind to other people.  
**E**veryone needs to work together.  
**S**how others that you care.  
**S**ee if you can help someone.

about and performing their own acts of kindness and then writing a poem about what they believe kindness is and/or what they have been doing to spread kindness.

As the famous Greek storyteller Aesop (born c.620 BC) said, 'No act of kindness, no matter how small, is ever wasted'.



**Years 3/4:** For their PSHE lesson this week, the children set about relaxing with some mindfulness drawing. Mindfulness activities are a really positive way of enhancing children's understanding and regulation of their emotions and feelings, reducing their anxiety and helping them to develop a sense of calm.



**Years 5/6:** An important part of the PSHE curriculum is raising children's aspirations and inspiring their futures. This week Years 5 and 6 were asked: have you ever wondered what job you would like to do when you're older? The children have been thinking about their futures and reading about different types of careers they could have depending on the subjects they like in school. They wrote about their dream jobs and described what the best part of the job would be, how it might help other people and what the hardest part would be!

