

## Message from the head:

As we reach the end of the second week of lockdown I have been reflecting back on how things are going. It's been a tough week—the adrenaline of the first week, being replaced by the fatigue that always follows and I'm sure many of us have found this week tougher.

I have been taking pleasure in the small things though this week to keep up my sprits. Seeing the fantastic work you've been doing with your children and seeing them when I have been able to drop in to their morning zoom sessions goes a long way!

I hope you all got the letter I sent out yesterday and that it offered some kind of reassurance to those of you who are feeling overwhelmed. What makes Fleet a special school to work at is the sense of community there is here. Even through the last lockdown we managed to keep that and I hope you felt, as we did, that we were all working together. We are aiming for the same again, we are definitely in this together and want to ensure you and the children have everything you need to be able to successfully navigate another period of lockdown. On behalf of all the teachers and support staff thank you for being available for the daily calls, communicating with us about any issues you've had or resources you need, and taking the time to send in the work.

This week we begun a trial of a new way of working remotely with the year 5 and 6 classes that is an online platform for delivering work. If successful it will cut out the emailing you currently need to do to submit work and also is easier for us to deliver work and feedback to the children. Initial impressions are that this is going to be a far more efficient and useful way of working. Next week they will be doing all their work using this system. Over the next few weeks we will then start rolling out to other year groups. We hope this system will take away some of the stress involved in recording what you are doing and make everyone's lives that little bit easier—watch this space!

I was a little disappointed this week that we didn't get the snow the rest of the country got—I grew up where it tends to snow a lot and a London winter is never quite winter to me, however, hopefully the poor weather we did get this week didn't stop you all from getting out for some exercise each day. It's really important to get that bit of air and stretch your limbs even during a lockdown (while observing social distancing rules of course). Hopefully the weather will be kinder this weekend and you and the children will be able to go for a walk/run/scoot/cycle to blow away the week's cobwebs and get away from home learning for a time.

I hope you are all staying safe and well and look forward to seeing the children via zoom next week. Have a good weekend.

## Temporary Pavement Widening Outside of Fleet—Agincourt Road (last day 2 respond)

Following our reopening in June and continuing into last term a number of parents who were having to use the back entrance of the school due to using this new entrance, raised a concern that the pavement (between the car park and traffic lights at the junction with Mansfield Road/Fleet Road) was very narrow and that it was difficult to socially distance if you passed anyone without going onto the road. As this is also a busy road with cars often travelling fast along it at pick-up and drop-off times this was a further safety risk. Mr McGibbon also felt this was a concern and contacted Camden Council to enquire about the possibility of temporarily widening the pavement to aid social distancing as had been done in other areas of the borough during the pandemic. It has taken some time but the council now has a consultation set up to do just that. You should have received an attachment with the information on this consultation in the same message as this newsletter. If you would like to please comment, in support or otherwise, you can. It is likely that we will continue to need to use this back entrance for the foreseeable future with some classes so it would be good to make it as safe as possible. If you have not received the consultation document please let us know.



## Morning Zoom sessions

Another week of successful morning zoom sessions. Please remember to let the office know in advance if there is a reason why your child will not be in their session—just as you would inform us of an absence when school is open. A few reminders of behaviour that is expected and helps to make the sessions most useful:

- Children should be on mute unless the teacher asks them to unmute/respond
- Please ensure the children are not typing in the chat box when the teacher is talking. They should focus on the teacher and only use the chat box if/when instructed to by the teacher
- Wherever possible, the children should be sat upright at a table/desk/counter when on the call—avoid lying on beds, sitting on the stairs, wandering around the house—this is to aid concentration and focus

## Free School Meals

Families eligible for Free School Meals (not Universal) should have received a message this week with a link for you to claim your supermarket vouchers in place of your free school meals while school is closed. If you did not receive anything and think you should have, or you have any queries about the scheme and how to use it, please contact Lisa via the

office and she will help you.

The government scheme, through Edenred, is still not in place. We wanted to avoid food parcels requiring lots of people to risk their safety and our staff by you having to come out to school each week to collect these so we decided to organise the vouchers ourselves. We have arranged for vouchers to take you to the end of January via WONDE. The government scheme will hopefully be in place by then and we may need to switch over to that for the vouchers to take you to the end of half term. We will let you know nearer the time.

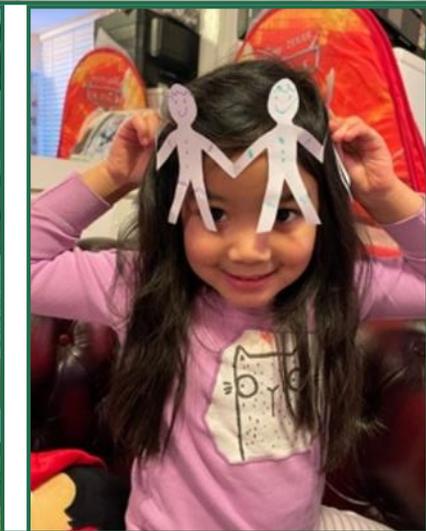
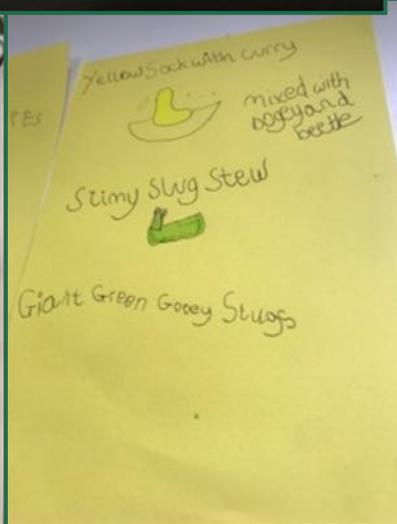
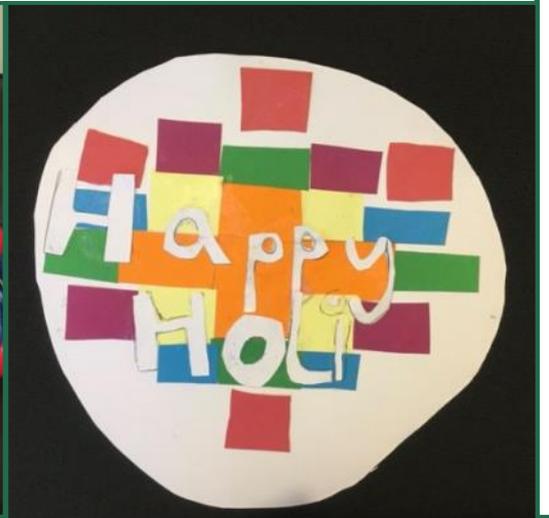
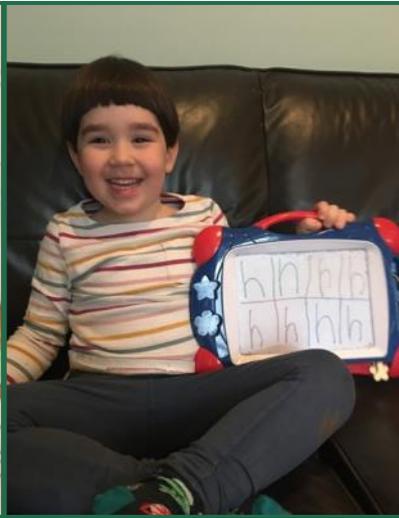
## Topics

Topic Letters and Snapshots will be sent out via parenthub/text on Monday. In the meantime here are the topic titles for this term:

- Year 6: Blackout!**
- Year 5: To India and Beyond!**
- Year 4: Heroic Humans**
- Year 3: Hall of Flame**
- Year 2: Seeds and Thneeds!**
- Year 1: Wild!**
- Reception: Super Stories!**
- Nursery: Once Upon a Story**

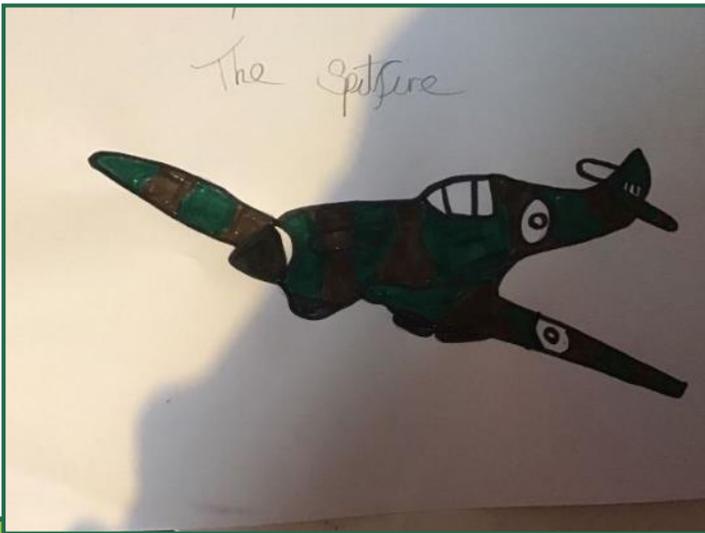


Topic Artwork from Home Learning this week: Hunter's Dragon from 'Hall of Flame' in Year 3

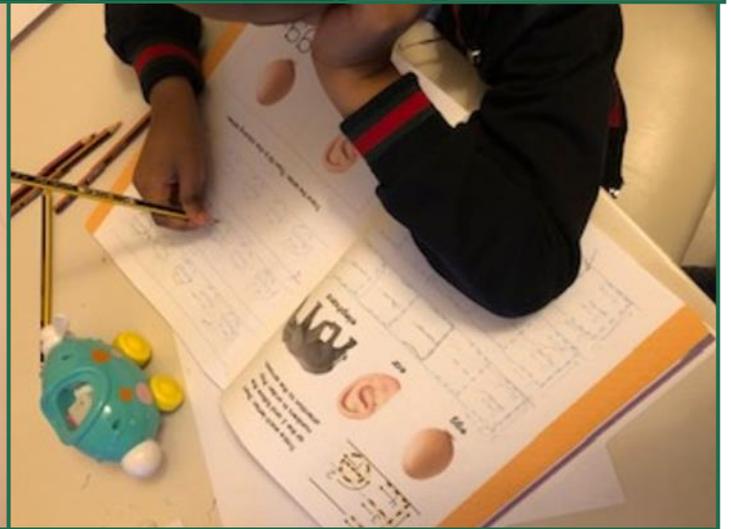


Home Learning this week

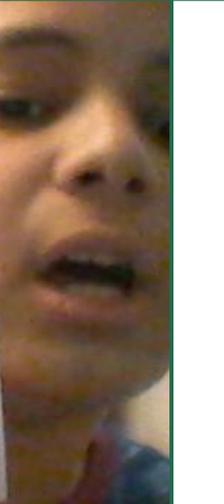
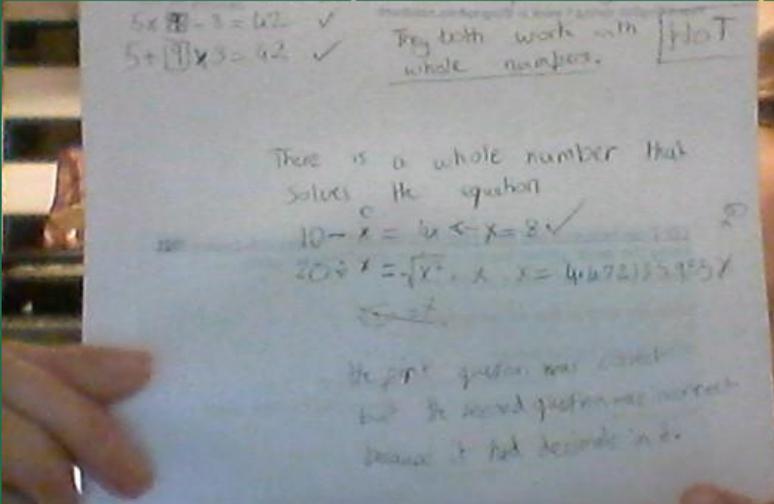
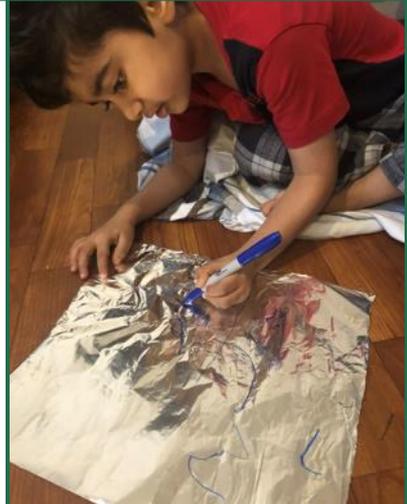




# Home Learning this week



# Home Learning this week



## A beach in India

The beautiful beach was a  
piece of heaven that had fallen  
to Earth. Seaweed all over  
the beach was with  
towering palm trees with  
luscious green leaves.

Warm red skin. Sandy  
feels like a blazing  
amber and now a mixed  
yellow.

Soft sand like silk running  
between my toes. As  
the sun rises in reflection  
of the shimmering  
golden sands.  
Gentle waves slowly come  
ashore as I frolic  
in the surf.

Swirling, baby blue clouds drift past  
the pastel sunset. An orange-yellow  
sky perfectly blends into a layer of  
soft mist. As the sun's rays  
and light meet the ocean  
the soft mist allows  
it to overlap.

By Ifoma

Tuesday 12th January 2021

I can write an acoustic poem

Using a skateboard is my favourite thing to  
do.

Going to Las Vegas and Erirea was best  
day of my life.

Only one wants to learn coding in family.

Cooking is my favourite hobby.

Honey is yummy in milk.

United Kingdom is my home.

Knowing how to play the piano is a  
good thing.

Where my <sup>parents</sup> comes from they have  
wild animals!

Ugo is <sup>at</sup> leader's strategy person.

Wednesday 13th January 2021

I can write an acoustic poem

Super funny and kind.

Amazing and awesome.

Relaxed all the time.

And still working on being creative.



Tuesday 12th January 2021

I can write an acoustic poem  
baking is my favourite.

Baking is what I do.

Eating is what I like.

Nearly all the time, I relax.



**Home Learning this week**



**S**tarshine is my nickname  
**U**plifting is my nature  
**R**are I am  
**A**wsome like a super hero  
**I**slam is my religion  
**Y**ummy food I cook with the help of my mum  
**A**mbitious in what I do

The Mysterious Jungle

As I walk into the mysterious mist I can feel the rain trickling down my forehead. I can hear hear the Squawking of the beautiful parrots and the howling of lion-tailed macaques. As I'm distracted by the Emerald Vines above, I can slowly feel my feet sinking. I see down and I'm in a extremely murky water. As I cut myself through the water I can see bubbles rising from below. SNAP! AHHH! a crocodile roars! I'm about to come out of an amazing jungle and... There he is the king of the jungle can you guess who? Yes the Bengal tiger! "ROAR" Shrieking the tiger. I ran as fast as my legs could take me!!!

# Home Learning This Week

Indian Poem

As I woke up by the city centre I could smell the fresh bread being made, the sounds of cars and people. I could already taste the food that was waiting for me. Opposite was the peaceful beach with fish jumping up and down, waves splashing onto my skin, dolphins were leaping by saying hi and goodbye. I was just waiting for the sun rise, and saying "what a majestic sun rise."

Albert Einstein(Released)Docx PowerPoint

Albert Einstein early life achievement's

Einstein was very smart in secondary school except he was again only good at math and English but he was also good at music once he said before if I could not be a scientist then I would have rather been a musician. Albert did move out of his house in 1914 shortly after sadly he and his wife separated until 1919 when they married each other again and just like I said when it was world war two in 1939 he had to run away from Germany because Hitler killed Jewish people and Einstein was Jewish so he had to run away and he ran away to new jersey with his wife which made him safer over there.

All was still,  
 on Toyko hill.  
 He was big,  
 He was black,  
 And ready to attack.  
  
 He has dagger like teeth,  
 He likes to eat beef.  
 I am T-Rex  
 and godzilla is next.  
  
 We meet on the hill,  
 whilst everything is still.  
 We fight at night  
 which gives everyone a flight.  
 Who will win,  
 I will put him in a bin.  
  
 I breath blue fire in his eye's,  
 It comes as a surprise  
 He hits me back,  
 and tries to attack  
 But he falls to the ground,  
 And make's a big sound.  
 T-Rex is dead  
 And godzilla is fed.  
  
 I win!  
 I may have thick skin  
 outside,  
 But the pain still stings so deeply within.

# Home Learning this week

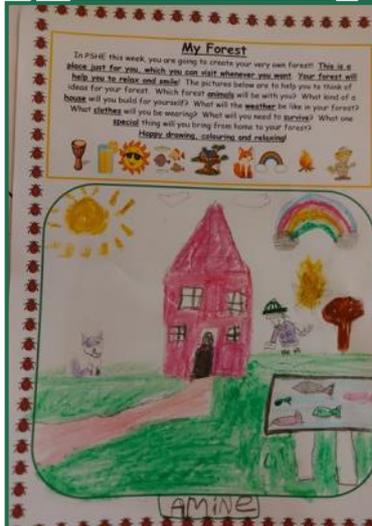


H Home is my favorite place.  
 I indigo is my 3rd favorite color.  
 B baths are so relaxing for me.  
 A arabic is my favorite language.

13-01-21  
 Adil  
 A: affection | D-DEVELOPING  
 I-INTERVGET | L-LEADING  
 A-affectionate about engineering.  
 D-Developing new ideas.  
 I-INTERVGET to change the world.  
 L-leading to a successful engineer.

Tuesday 12th January 2021  
 I can write an acrostic poem.  
 ZEBRA - are my <sup>our</sup> favorite  
 ANIMAL make me happy.  
 Ideas make me think  
 Need it <sup>to</sup> make <sup>me</sup> kind to  
 animals

# Home Learning this week



Monday 11th January 2021

Wild roots

monkey forest

hunt

trees bugs leaves

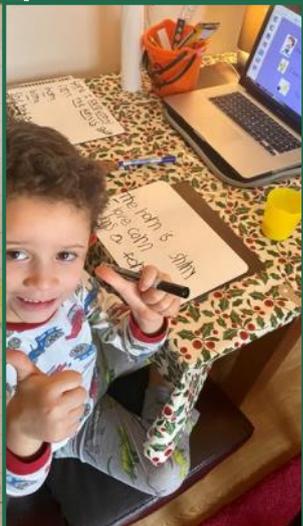
dolphin danger

plant

leafy green

happy smile

big eyes



think the character is feeling  
happy because it has a smiley face.

where do you come from?

Wacky Wednesday Challenge

100 High Frequency Words

I saw an alien.  
Mr Big looked at  
them then he saw  
some people.

**Y4 & Y5 Brass Practice:**  
<https://www.rod-n-tom.com/fleet>

HOW I'M FEELING

WORDS TO DESCRIBE HOW I FEEL:  
Happy, sad, angry, tired, funny

HOW MY FACE LOOKS:  
😊 😐 😞 😡 😴

WHAT I HAVE LEARNT MOST FROM THIS EXPERIENCE:  
NHS is important  
Playing on my own

THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:  
1. play to 2. see my friends 3. play on my own



I think the character is feeling emotional because she has big brown eyes.

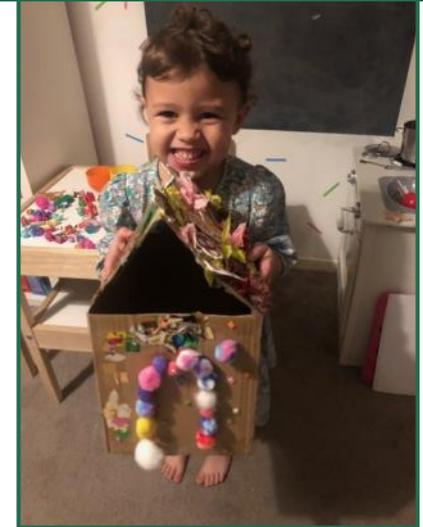
Mathematics Mastery Task 1c

Use cubes of two different colours. Put the cubes on the boards. Match the equations with the pictures.

|             |  |
|-------------|--|
| $4 + 3 = 7$ |  |
| $6 = 3 + 3$ |  |
| $2 = 1 + 1$ |  |
| $2 + 4 = 6$ |  |
| $3 = 1 + 2$ |  |
| $7 = 5 + 2$ |  |
| $1 + 0 = 1$ |  |
| $7 + 0 = 7$ |  |
| $2 + 2 = 4$ |  |



# Home Learning this week



# Stars of the week!



Well done to these children who have been chosen by their class teachers to be the 'Star of the Week' - these are testing times, everyone adjusting to home learning again. We want to keep things as normal as we can so this term will continue with recognising our stars of the week even while we are in lockdown. Lisa will send your certificate via the post. Look out for it arriving! Well done to all these children, and to all the rest who might not have been picked this week but could have been.



## Reception—Suha

For fantastic writing this week. Your 'River Recipes for Trolls' are amazing. I love how you made your own disgusting recipes in your mud kitchen too. Well done Suha! I'm really proud of you.

## Year 1—Rocco

Rocco for excellent effort every day in his Home Learning - you are giving all the learning your best efforts and you are engaging well with me and the other children every day during our Zoom Check-Ins. Your positivity and hard work are paying off, Rocco - well done and keep going!



## Year 2—Lottie

For your lovely retelling of the story 'Tidy'. You worked really hard remembering the different sections of the story and added detailed drawings for each part. Well done!

## Year 3—Alfie C

for your brilliant attitude! You have been working hard and have been really caring to the younger children!

## Year 4—Ugo

for your fantastic home learning this week. We've been so impressed with your hard work and positive attitude all week. We've enjoyed seeing all your learning, especially reading your acrostic poem. Well done Ugo!



## Year 5—Gloria

You have been working exceptionally hard so far this term with excellent results. You approach all subjects with enthusiasm and great focus. I was particularly impressed with the amazing effort you put in to doing a science experiment last week - such a diligent and methodical scientist!

## Year 6—Anas

for being so motivated and prompt when starting your work on See-saw. You set a brilliant example for others to follow. Keep up the super work!

# Weekly Wellbeing Update

New Tip...

Relationships with parents are valued hugely at Fleet and we're very much missing seeing everybody as regularly as we usually would. Therefore we'd like to look at alternative ways of communicating and helping each other; at this difficult time we'd like to know how best to support you. Links to the Parent Questionnaire which has a wellbeing section can be found on page 5. Please take the time to complete and return it so that we can tailor our support to help as much as possible.

## Wellbeing Tip of the Week!

An initiative brought to you by Camden Learning's Health and Wellbeing Team—a new one each week!

### Week 9 - Build exercise into your weekly routine

When we're so busy, it can be difficult to prioritise exercise, but just 10 minutes of exercise a day releases endorphins; which create positive feelings in our bodies. Regular exercise reduces stress, anxiety and low mood, increases self-esteem and improves sleep. Look at your routine this week and think about when you can spare 10 minutes to do some exercise. Jogging, step-ups on the stairs, bicep curls with tins or going for walks are just some examples. You can even get creative with it and see how many sit-ups you can do while the kettle boils! To keep you motivated, you could keep a fitness diary and include how you felt before and after the exercise.

Check out these videos for parents developed to help you support your primary aged children:

1. How to Talk to you Child About Covid-19  
<https://www.bbc.co.uk/bitesize/articles/zkxwnb>
2. Encouraging Your Child to Take Care at School  
<https://www.bbc.co.uk/bitesize/articles/z8g6jsg>
3. How to Deal with Anxieties  
<https://www.bbc.co.uk/bitesize/articles/zj4p2v4>
4. Communicating with School  
<https://www.bbc.co.uk/bitesize/articles/z7ksxbk>



# Supporting Children's Wellbeing

## A short guide for Parents and Carers

Over the last few months, we have had to adapt and adjust our lifestyles and routines in response to the coronavirus and lockdown.

Now, the return to school has brought about another aspect of change and uncertainty.

These tips have been suggested to help support your family's wellbeing and the return to school.

### Managing Different Emotions

Acknowledge anxiety and other feelings by saying things like:

- "I can understand why you feel worried"
- "I noticed you didn't play with your friend, is anything on your mind?"
- "Thank you for sharing that with me, you are being really brave."



Create a safe space to talk by:

- Spending quality time with your child so they have your full attention
- Using eye contact to show you're listening
- Doing an activity with your child to make it easier for them to talk



Encouraging creative coping activities:



### Keeping a Healthy Lifestyle for all the family



Reminding children to have healthy habits:

- Regular meals that include fruit and vegetables
- Daily exercise
- At least 8 hours of sleep each night
- Limit screen time, especially in the evenings and encourage more play and reading time

### Helping Children Build Resilience

Praise the effort your child has made, rather than the final outcome:

- "I can see you worked really hard on that drawing"
- "You spent a lot of time on building that tower, I'm proud of you!"

Encourage your child to keep trying and learning from their mistakes:

- "You don't know how to do this YET, but keep going and you will."
- "Its OK to make mistakes, that's how you learn"



Support for Parents:

- <https://www.mentallyhealthyschools.org.uk/resources/?Audience=ParentsAndCarers>
- <https://youngminds.org.uk/find-help/for-parents/>
- <https://www.mentalhealth.org.uk/publication/s/make-it-count-guide-for-parents-and-carers>

# Fleet Happiness Project

## GREAT DREAM

Ten keys to happier living

GIVING



DIRECTION



RELATING



RESILIENCE



EXERCISING



EMOTIONS



AWARENESS



ACCEPTANCE



TRYING OUT



MEANING



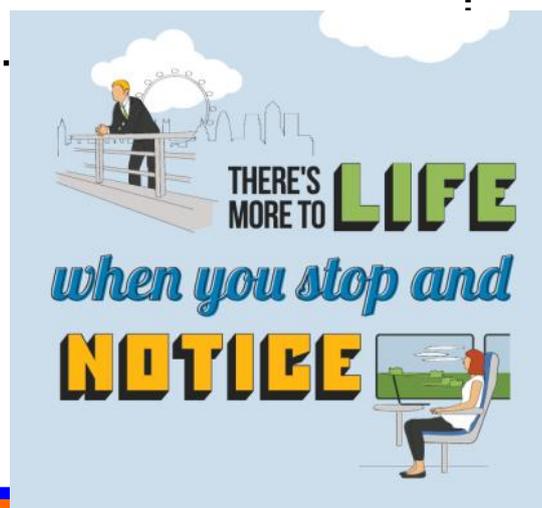
This year we're running the Fleet Happiness Project across the school. This is a project that we ran a few years ago with the aim of looking specifically at ways that we can increase our own, and others', happiness.

We'll be focussing on 10 themes across the year with lots of activities, assemblies and learning in class about each one.

Last term we focussed on 4 different themes:

- **Direction:** setting goals for the short and long term
- **Meaning:** thinking about how we connect to the world around us and how we make a difference.
- **Acceptance:** appreciating how we are all different
- **Giving:** focussing on all the things we can give to each other.

Next up we'll be thinking about Awareness. Look out for the activities in your Home Learning and remember to share what you've been doing by sending in photos for the attention of Miss Wall at [admin@fleet.camden.sch.uk](mailto:admin@fleet.camden.sch.uk).



## EMERGENCY BREATHING KIT for Parents and Kids

### ~ for your Corona Days at Home

*With love from The Breathing Classroom Team  
A program from the International Breathingwork Foundation*

#### 1) Corona days - Issues for both parents and kids

- People self-isolating at home at times are feeling a sense of overwhelm, anxiety, stress, irritability, excess energy, having poor sleep,.... as well as lethargy/ poor motivation to get started with home projects, irritability, loss of routine or boredom. This can be especially true with children.
- Learning how to do online learning with the kids can be a stretch - some coursework can feel boring or lacking in vitality or connection
- Covid-19 is a lung disease, perhaps with an underlying message that it's time for us to learn to breathe more consciously
- Parents can easily incorporate breaks for conscious breathing and movement and nature, as part of *'the glue'* that holds together your corona days - like a reset button

#### 2) How Conscious Breathing can help children and parents

- Helps us set focus
- Calms and relaxes anxiety or fears, bringing peace to oneself
- Energizes and brings clarity and optimism
- Helps release built up energy in a healthy way
- Helps both kids and parents to self regulate and self soothe
- Helps with PTSD (Post Traumatic Stress Disorder)
- Helps for easing into sleep at night or nap time



#### 3) Parents / Teachers : PUT YOUR OXYGEN MASK ON FIRST

- You are doing the most important job in the world - you want to start with care for yourself so you can care for your loved ones
- Even if your days are feeling full - find a moment just for yourself to breathe consciously - maybe it will have to be 'on the corona throne' in the Bathroom!
- Start practicing the "All Ages / Adult" breathing exercises for yourself
- Try out each of the following breathing exercises by yourself first before you offer them with your kids. Each one has a script for you to follow.
- Do this in the moment, first thing in morning, before a cap nap, before meals, before bed

#### 4) Breathing Exercises for Young children / Ages 3 - 7

##### • THE CORE BREATH PRACTICE All Ages/Adult too

*Use For: To become aware of the breath, to focus, to observe  
Duration: 1-3 minutes*

[YOU CAN USE A CHIME OR BELL AT THE BEGINNING AND AT THE END]  
"When you hear the bell sound, close your eyes and listen until you can no longer hear it. When you no longer can hear the bell...."

Bring your attention to your breath.  
Put your hands on your belly. Feel your belly popping out as you breathe in.  
Feel your belly flatten as you breathe out.  
Breathe in through your nose... Breathe out through your nose... Belly rising... Belly falling...  
As you continue to breathe in this way notice what you feel in your body.  
Notice how your breath fills your belly and up into your chest.  
Keeping one hand on your belly, place your other hand on your chest.  
Notice how your hands on your belly and chest rise and fall with each inhale and exhale.  
Notice how it feels... like a balloon filling up.. and then gently letting all the air spill out.  
Notice how your breath fills ...  
[FILL IN THE BLANK: your breath fills your hands, every cell of your brain, your legs and your feet,  
your heart, your shoulders, your fingers, your throat and your voice, your eyes, etc...]  
Now relax your hands and let them rest on the tops of your legs.  
Bring your breathing back to its normal rhythm.

[BELL CHIME] When you hear the bell sound...listen. When you can no longer hear it, bring your awareness back to the room - in silence.

- **THE TARZAN BREATH** All Ages

*Use For: Raising the energy, fun for all ages*  
*Duration: 15 -20 seconds*

"Stand up and take a deep breath. Imagine yourself as Tarzan and start beating your upper chest with your fists. On the exhale make a sound like Tarzan with a long loud Tarzan yell."

\* Repeat 2 or 3 times . You can also do this fun exercise while sitting.



## 5) Breathing Exercises for Elementary School children / Ages 8 - 12

- **THE RELAXING BREATH** Age 8-18 / Adult too

*Use For: To relax, to rest, brings calm*  
*Duration: 1- 3 minutes*

[YOU CAN USE A CHIME OR BELL at the beginning or the end]

"When you hear the bell sound, close your eyes and listen until you can no longer hear it. When you no longer can hear the bell...."

Relax and notice your breath.

Breathe your normal rhythm... breathing in through your nose with your mouth closed...and...breathing out through your nose with your mouth closed. Notice how you feel.

As you continue to breathe, notice your inhale.

Notice how long it is... and just to yourself slowly count out how long it is.

So to yourself you might notice that it is the length of " 1..2.. 3.. "

On your next breath I want you to double your exhale.

So if your inhale was to the count of 3 then now make your exhale to the count of 6

it only has to be close - it doesn't have to be exact.

Continue breathing with your exhale doubled.

Notice how you feel.

Allow your shoulders to drop on the out breath and feel your whole body relax.

Continue for several breaths.

[BELL/CHIME] When you hear the bell, start bringing your breath back to its normal rhythm."

- **THE WOODCUTTERS BREATH** Ages 3 to 13

*Use For: To release anger or to let go of built up energy*  
*Duration: 1 minute*

"Stand up right with your eyes open and your legs spread apart.

We are going to chop wood with an 'axe'.

Hold the handle of your 'axe' in both your hands for chopping wood.

Take in a deep inhale through the nose or mouth as you lift your hands high over your head.

As you let the 'axe' drop swiftly to chop the 'wood,' make a strong and expressive exhale making a loud sound of "Hiiiiiiiiiiii!"

Let your head and hands drop down in front like a rag doll and relax for 2 full long breaths.

Now come back up and repeat your wood chopping, followed again by hanging and breathing like a rag doll.

Repeat this 1 more time followed by a couple of sighs or a relaxing breath."

## 6) Breathing Exercises for High School Kids & Adults / Ages 13 - 18 / Adult

- **THE BEAR BREATH** Ages 8 and up / Adults too

*Use For: Self-control breath which helps kids deal with big emotions and anger*  
*Duration: 3-4 breath cycles*

"With the mouth closed, breathe in through the nose for 2 counts

Hold for 2 counts

Breathe out the nose for 2 counts

Hold for 2 counts.

Repeat "

\* Do a round of 3 or 4 breaths and feel more in control.

- **INFLATING THE TIRE BREATH** All Ages / Adult too

*Use For: Energizing breath for movement and optimism*  
*Duration: 3-5 breath cycles*

"Take your bike pump in your left hand (visa-versa if you are left-handed)

Support with your left wrist near your left knee

Keep it close to your left knee and pump downwards with your right hand.

Pulling out the handle will make you straighter and breathe in.

When pumping, bend towards your knee and breathe out strongly.

Take the starting position now with the pump pulled out.

Take a deep breath and .... push..

Pull..Inhale / Push.. Exhale / Pull..Inhale / Push.. Exhale / ... etc.

When you stop, come upright: Arms along your body.  
Close your eyes or focus on a point on the floor.  
Breathe quietly and feel in your body what it has done to you. "



#### ● THE BALANCING BREATH Age 5 - 18 / Adult

*Use For:* Helps reduce PTSD and anxiety when regularly practiced, balances the active sympathetic and the relaxed parasympathetic nervous systems

*Duration:* High school/adults start with 7-8 breaths per minute and work down to 6 breaths per minute/ for 5 minutes / 3 times a day  
Younger Kids under 8 will do 8-10 breaths per minute / for 1-2 minutes / daily

#### A) To start

"We are going to S L O W our breath down so we can time it for having just 6 breaths per minute. To start we will practice with a stopwatch just to notice how slow that feels.  
[Be ready to start your stopwatch for 1 minute]

Take a deep clearing breath in through your mouth and let your breath out through your mouth...let it go

And now we will begin. With your mouth closed, breathing in and out through the nose...

[Start stopwatch... each inhale should be close to 5 seconds long... each exhale should be close to 5 seconds long]

Breathe in through your nose, S L O W L Y [5 seconds]

Now breathe out through your nose, S L O W L Y [5 seconds]

In... 2, 3, 4 [5 seconds]

Out... 2, 3, 4 [5 seconds]

[Repeat up to 60 seconds and shift for the next 60 seconds]

#### B) To add movement

"Take a deep clearing breath in through your nose and let your breath out through your nose  
And now we begin..."

On your inhale: face your palms open towards the sky

and then slowly raise your arms up to sky [5 seconds]

On your Exhale: face your open palms downwards towards earth,

Slowly bring your arms down to earth [5 seconds]

Inhale... palms and arms up to sky [5 seconds]

Exhale ... palms and hands down to earth [5 seconds]

\* Take your time to build up to making this a 365 practice: 3x/day , 6 breaths/minute, for 5 minutes

\* Kids can take turns being an orchestra conductor leading the movement.

#### 7) MAKING GAMES, INTENTIONS and VARIATIONS with breathing exercises

- have bubbles, balloons, feathers or other items on hand to make games for young children

- add hand, arm, foot, leg movements to breathing exercises for vitality

- make a breathing song or game for washing hands, or physical distancing

- make a breathing game with a straw in the side of paper cup and blow up rubber glove stretched on top

- make an intention with the breathing exercises of healing, protection, vitality, connection, appreciation

- notice the difference before and after breathing consciously - focus and feel deeply it - discuss this with older kids

- weave breathing exercises throughout the day: beginning of day, at meals, in Nature, before/during lessons, at moments of upset, before bed

- have crayons, paints and paper on hand for drawing or painting before and afterwards - present the art and discuss

- make this an exercise in receiving and sending healing energy to those in need, to loved ones, to self and the world

- focus on making a connection to a 'larger whole' in these times (Earth, Air, ancestors- descendant continuum...)

#### 8) LEARN MORE

YOU CAN SHARE YOUR EXPERIENCE/ASK QUESTIONS

- The Breathing Classroom Facebook support page

- [www.TheBreathingClassroom.com](http://www.TheBreathingClassroom.com)

LEARN MORE ABOUT OUR FREE PROGRAMS

- *Conscious Breathing in the Classroom* : this Emergency Breathing Kit for Parents and Kids is an excerpt from this IBF program which includes a manual and training video for bringing 3-5 minutes of conscious breathing into your children's daily lives

[www.TheBreathingClassroom.com](http://www.TheBreathingClassroom.com)

- *International Breathing Foundation (IBF)* : Access a world of breathworkers who span the globe, a Breathing App, group breathwork online, a program for trauma recovery, a program for conscious breathing in the classroom, science and research advisors, an annual international breathwork conference, World Breathing Day

[www.IBFBreathwork.org](http://www.IBFBreathwork.org)

~ For The Children and their beautiful Caregivers ~





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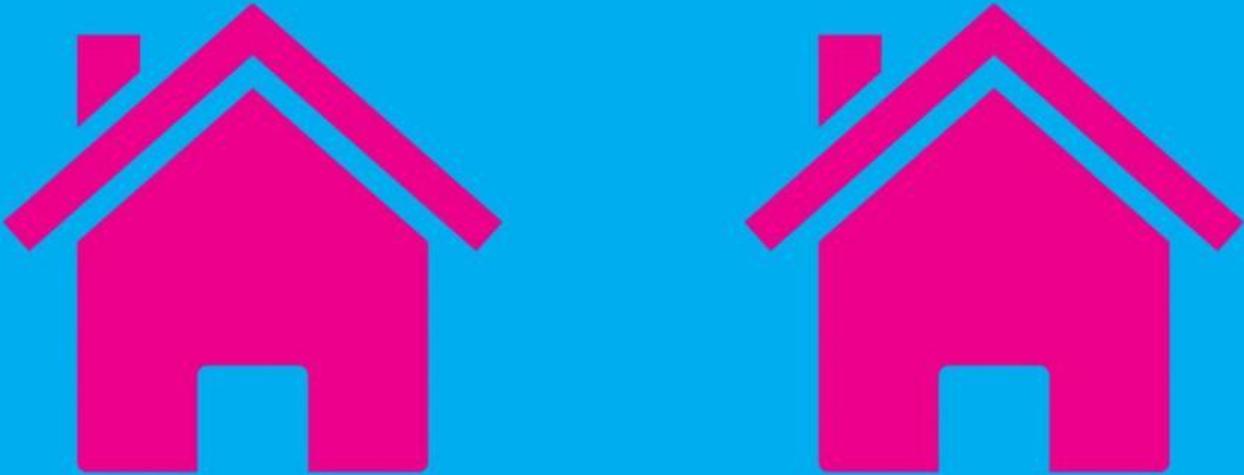


£ Over £32 million raised

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👤 1.8 million users

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EMAIL: [BELSIZEPARK@RAZZAMATAZ.CO.UK](mailto:BELSIZEPARK@RAZZAMATAZ.CO.UK) OR CALL ON: [07425 918328](tel:07425918328) TODAY FOR MORE INFORMATION AND TO BOOK A FREE TASTER SESSION FOR YOUR CHILD

Now that we are in Lockdown no. 3, we at Razz Towers have become old hands at how best to keep our students Singing, Dancing and Acting and above all smiling online. We offer a full programme of classes on Zoom every Saturday making sure that our students are keeping both mentally and physical fit whilst at home and are also ready to bounce back into the classroom once lockdown is over. This term we have auditions for our Summer Showcase, Pyjama Day, Mad Hair day and much more to look forward to. Come and join the fun. Call or email Victoria on the contact details given above and book a **FREE Taster Session** of your child Today!



# From National Online 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](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.



## REMOTE EDUCATION 10 TOP TIPS FOR PARENTS

Remote education ensures continuous learning outside the classroom. For parents and carers, remote education isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote education experience.

### 1. TAKE AN ACTIVE INTEREST IN YOUR CHILD'S LEARNING

As a parent or carer, your school may have explained how remote education works already, but children may still need help. Take an active interest in their learning and help support them whenever they need a helping hand.



### 2. MONITOR YOUR CHILD'S COMMUNICATION AND ONLINE ACTIVITY

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.



### 3. ESTABLISH A DAILY SCHEDULE AND ROUTINE

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



### 4. ENCOURAGE SCREEN BREAKS AND PHYSICAL ACTIVITY AWAY FROM DEVICES

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks; however, it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



### 5. ENSURE YOUR LEARNING DEVICE IS IN PUBLIC SPACE IN THE HOME

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral, with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



### 6. IMPLEMENT SAFETY CONTROLS AND PRIVACY RESTRICTIONS ON APPS AND SOFTWARE

Dependant on how your school implements remote education, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



### 7. ENSURE YOUR CHILD ONLY USES OFFICIAL SCHOOL COMMUNICATION CHANNELS

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



### 8. FAMILIARISE YOURSELF WITH RELEVANT SCHOOL POLICIES

Schools should have a policy on remote education that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



### 9. MAINTAIN FEEDBACK WITH TEACHERS

Engage in communication with teachers where possible, and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



### 10. MONITOR YOUR CHILD'S WELLBEING AND MENTAL HEALTH

Remote education will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as they can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends every day might take its toll.



[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) Twitter - @natonlinesafety Facebook - /NationalOnlineSafety Instagram - @nationalonlinesafety

Sources: Remote education good practice. DfE guidance. | Safeguarding and remote education during coronavirus (COVID-19). DfE guidance.

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 04.11.2020

**PLEASE ENSURE YOU ALL HAVE THIS APP INSTALLED AND NOTIFICATIONS TURNED ON  
THIS IS OUR PRIMARY MEANS OF COMMUNICATING WITH YOU**



## Fleet Primary School

would like you to join their channel on Parent Hub.

Just tap “Add a School ” in the app and enter the handle below...

**@FleetPrimary**

The Parent Hub app is FREE to download and use.



### What is Parent Hub?



Parent Hub is a FREE app that helps keep you up to date with what’s going on at school. You’ll receive messages, pictures, documents and newsletters, all in one handy place.

### Instructions for Parents



1. Download the Parent Hub app from your app store (iPhone or Android).
2. Create yourself an account.
3. Choose “Add a School” and enter the school handle (above).

Visit [www.parenthub.co.uk](http://www.parenthub.co.uk) to find out more

# Coronavirus: Weekly update from Camden Council

## For the latest information and support from Camden Council and its partners, including updates to services:

- Visit [camden.gov.uk/coronavirus](https://camden.gov.uk/coronavirus) – includes information in different languages
- Check the rolling news pages at [news.camden.gov.uk](https://news.camden.gov.uk)
- Follow Twitter [@CamdenCouncil](https://twitter.com/CamdenCouncil) and Facebook [facebook.com/LBCamden](https://facebook.com/LBCamden)
- Speak to someone at the Council directly by calling **020 7974 4444 (option 9)**.



**SIGN UP** to the Council's coronavirus newsletter for regular service updates, news and support at [camden.gov.uk/coronavirus-updates](https://camden.gov.uk/coronavirus-updates)



The situation in Camden and London is incredibly serious right now. With the national lockdown in place until at least the middle of February, the most powerful action any of us can take is to stay at home.

Sadly, it's likely to get worse before it gets better. With the NHS close to breaking point, I cannot stress enough how important it is to follow public health advice and lockdown restrictions. Lives really do depend on it.

There is hope, however. It's brilliant news that the rollout of the COVID-19 vaccine has started in Camden. While we're very much at the beginning of the vaccination process, it will be crucial in helping to reduce illness, hospitalisations and deaths from COVID-19, and easing pressure on the NHS. When you are eligible for the vaccine, the NHS will be in touch with you so please wait for them to contact you – and make sure you are registered with a GP.

**Councillor Georgia Gould, Leader of Camden Council**

## STAY AT HOME TO SAVE LIVES AND PROTECT OUR NHS

**NATIONAL LOCKDOWN RESTRICTIONS**

The number of people with COVID-19 continues to rise and our hospitals are close to breaking point. Please follow lockdown restrictions, including:



**Stay at home**



**Work from home if you can**



**If you need to leave home for essential reasons, please act like you have COVID-19, and treat others as if they have COVID-19 too**



**Do not socialise indoors or outdoors with anyone you don't live with or are not in a support bubble with**

Read the guidance in full at [gov.uk/coronavirus](https://gov.uk/coronavirus)

## Follow public health advice to prevent catching or passing on coronavirus



Wear a face covering in indoor public spaces and busy outdoor spaces, unless you're exempt



Wash your hands regularly and thoroughly



Keep 2 metres apart from people you don't live with

**Got coronavirus symptoms** (new, persistent cough; high temperature; loss of, or change to, sense of smell or taste)? Self-isolate and get a free test by calling **119** or via [nhs.uk/coronavirus](https://nhs.uk/coronavirus)

If you need help booking a test, call Camden Council on **020 7974 4444 (option 9)** – they can help you access support at the same time.

## Protecting Camden's communities

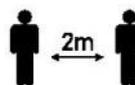
Camden Council's frontline presence teams continue to work in our communities, providing business owners with information and reassurance, and enforcing the current regulations.

This includes ensuring that businesses comply with a range of restrictions, for example those relating to social distancing and wearing face coverings inside.

The teams conduct daily proactive patrols in partnership with the police in order to identify issues. They will not hesitate to enforce any breaches to help protect lives at this critical time.

## Exercise safely – follow the guidance

Keeping active is vital for our mental health and wellbeing, especially at the moment. However, coronavirus cases are very high and it's crucial we do everything we can to keep ourselves and others safe, including in Camden's parks and open spaces:



Keep a safe distance from anyone you don't live with



Limit exercise to once a day



Avoid areas if busy



Stay local



Keep moving and don't use parks and open spaces for socialising

Camden leisure centres are currently closed, but you can access a variety of free home workouts and virtual classes with the Better UK app to stay active at home. Find out more at [better.org.uk](https://better.org.uk)

## Keeping safe in school or college

During lockdown, vulnerable children can continue to attend school or college. Children with at least one parent or carer who is a critical worker can also attend, although parents and carers should keep their children at home if they can.



Camden schools have reviewed their risk assessments in line with local and national guidance and safety measures to keep children and staff safe. Secondary school pupils and staff, and some primary school staff, are taking part in regular rapid testing.

## Camden libraries

Camden libraries remain open for computer and internet access along with a 'request and read' book service. Libraries continue to operate in line with Government guidance to ensure buildings remain COVID-secure. Camden Council understands many residents do not have digital access at home and may need this for essential reasons.

The Council's Home Library Service is also available for housebound customers, including those who are shielding. Books, magazines and newspapers can be downloaded from the Council's digital library.

Visit [camden.gov.uk/libraries](https://camden.gov.uk/libraries) or contact your local library for more information.