



Rayan D - Blue	Hastí H - 2C
Farhan R - Blue	Mariem-Faith F - 3A
Abdul S - Blue	Roman M - 4M
Eliza K - Red	Nirvan P - 4M
Matei M - Red	Zack R - 4M
Elena U - Red	Ohenewaa N - 5F
Hana I - 1A	Dimitar V - 5W
Eva A - 2C	Ema N - 6C
Ion B - 2C	



**We hope you all enjoy a fantastic birthday!**

We welcome the following children and their families to Manford Primary school:

Ion B - 2C	Eloise B - Nursery
Sophia D - 2C	Uzair M - 4W
Ayla P - Nursery	Roel S - 5F

Wishing you lots of fond memories, we hope you feel happy and settled.

**Dear Parents, Carers and Friends of Manford,**

The 10<sup>th</sup> October marked our 'My Right to be Safe Week' at Manford Primary School. Thank you to the parents who attended our Mental Health and Wellbeing Coffee morning hosted by our ELSA support. It was a great opportunity for parents to learn more about the everyday strategies used to encourage children to be mentally healthy.

This week, the first of our parent volunteers started work in school. We were so lucky to have so many parents come forward that we have been able to allocate at least one parent volunteer to each year group – I look forward to hearing about their experiences. Following your uniform contributions we will also be opening our very first uniform shop after half term. Parents and carers will be able to purchase good quality, second-hand uniform for a fraction of the cost.

Finally, although it is our last week of term, we continue to be busy. This week teachers are delivering focused lessons based on our continued work with the Redbridge Race and Equality Awareness Scheme. For Black History Month, we are recognising, valuing and celebrating important and inspirational individuals and events from past and present who have contributed to our society.

Miss Osei



**Week ending 14<sup>th</sup> October**

**6C – 98.5%**

**6L – 97.8%**

**5W – 97.2%**

**Whole School: 94.2%**



**Safeguarding Lead: Miss Osei**

**Safeguarding deputies Mrs James and Mrs Anderson**



**Learning behaviours** can be thought of as **behaviours** that are necessary for **learning**. A successful **learner** may be able to think about all the positive **behaviours** that they exhibit that contribute to them being successful. These **behaviours** will help you to achieve academically, socially and emotionally. They are behaviours set for life. Each week we will shine a light on a specific learning behaviour that the children have demonstrated.



### REFLECTIVE LEARNERS

Children should be able to  
Talk about what they are learning  
about  
Know when and how to ask for help  
Know what they are working towards  
Can say what's good about their work  
and how to make it better

This week class teachers have noticed that the following children have demonstrated skills that show that they are quickly becoming more reflective learners by responding appropriately while learning.

### **Well done**

**Reception:** Malika, Renae

**Year 1:** Jessica, Milena

**Year 2:** Vasile, Eva

**Year 3:** Patrick, Sofia

**Year 4:** Safeer, Hunter

**Year 5:** Santiago, Thomas

**Year 6:** Max, Vinnie



# Right To Be Safe

This week the whole school raised awareness about our **RIGHT TO BE SAFE.**

All year groups had workshops with our wellbeing team **Miss Cornwell** and **Mr Hall**. In these workshops, we read an age appropriate book to the year group to help them understand their body boundaries, what consent means and their right to be safe. Their activity was to draw around their hand, inside the hand write down the qualities of a trusting person who can help you in a crisis.

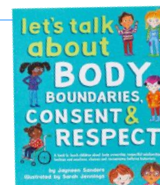
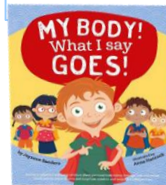
Then in each finger write the name of someone who possesses those qualities, someone who can be in your safety network. At least 2 of these people should not be related to you.



## ASK YOUR CHILD...

Ask your child to count on their hand who is in their safety network and why!

Ask yourself the same question too.



**Miss Cornwell** and **Mr Hall** would like to thank all parents who came to our coffee morning at the start of the week. We found it so refreshing to have an open forum of conversation and it was amazing to have the opportunity to tell families of the school what our wellbeing support looks like at Manford (whilst having a nice cuppa!). We hope to see more at the next one!

## In year 1 & Year 2

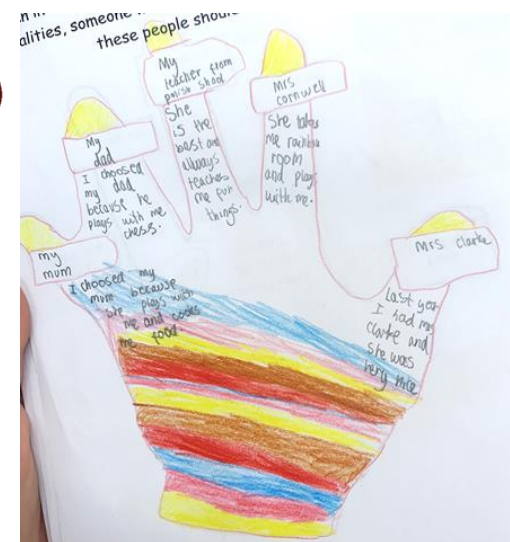
We read the book **'My Body! What I say GOES!'** by **Jayneen Sanders**. In this book the children learnt about their body boundaries and created art to show who is in our **safety network!**

## In years 3 & 4

We read the book **'No Means No!'** by **Jayneen Sanders**. In this book the children learnt about empowering themselves and their right to say no. We have practised when and how to say 'No Means No!'. The children also created their **safety networks.**

## In Years 5 & 6

We read the book **'Let's talk about BODY Boundaries, consent & respect'** by **Jayneen Sanders**. In this book the children learnt about empowering themselves, what consent and respect mean and their right to say no. they also made their **safety networks!**





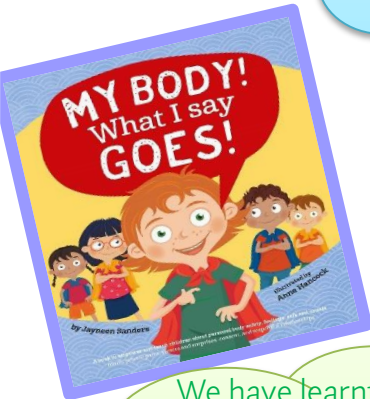
Year 2

This week I learnt how to  
escape a fire – you crawl  
and open the door with a  
towel and call 999 straight  
away  
Zain



Year 2

We learnt how to take care  
of others and stay safe.  
Zayn



# My Right to be safe week

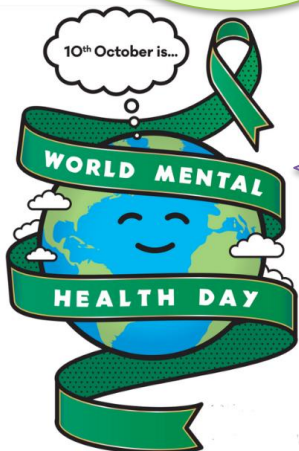


## Pupil



We have learnt to stay away from  
strangers and be safe online. We  
know we have the right to say no.  
We keep our private information  
private and if we are worried we  
can talk to a trusted adult  
4W

Class 6L  
We know it's  
important to take  
care of our mental  
health – we have a  
right to be safe and  
healthy



6c

Right to be safe week is about knowing the  
Rights Respecting articles that can help and  
knowing to speak out when things are not  
okay.  
Disha





**Our Preschool children have been cooking up a storm in their new mud kitchen! Thank you very much to Paul and Errol, our caretakers, for building a very special bespoke kitchen just for us. Look out for mud pie and soil ice-cream recipes coming soon!**







## Year 2

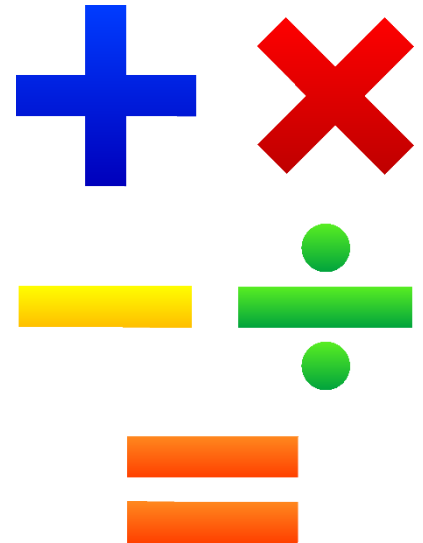
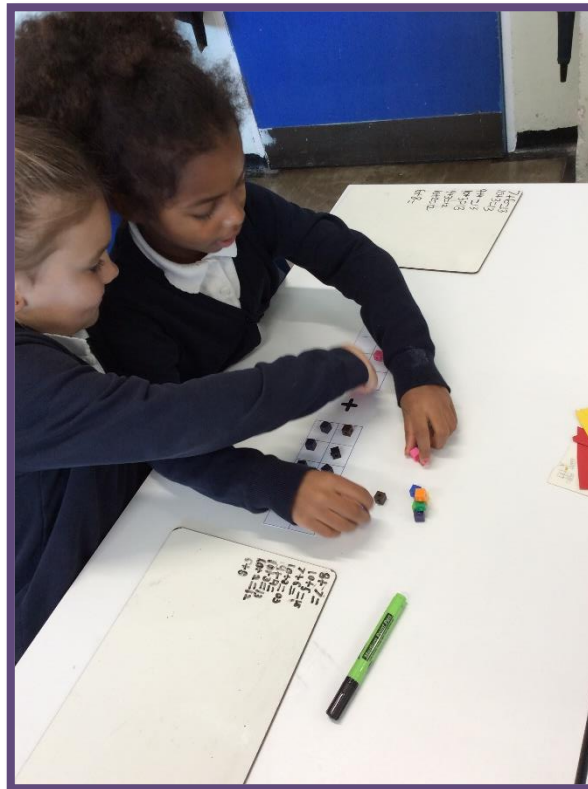
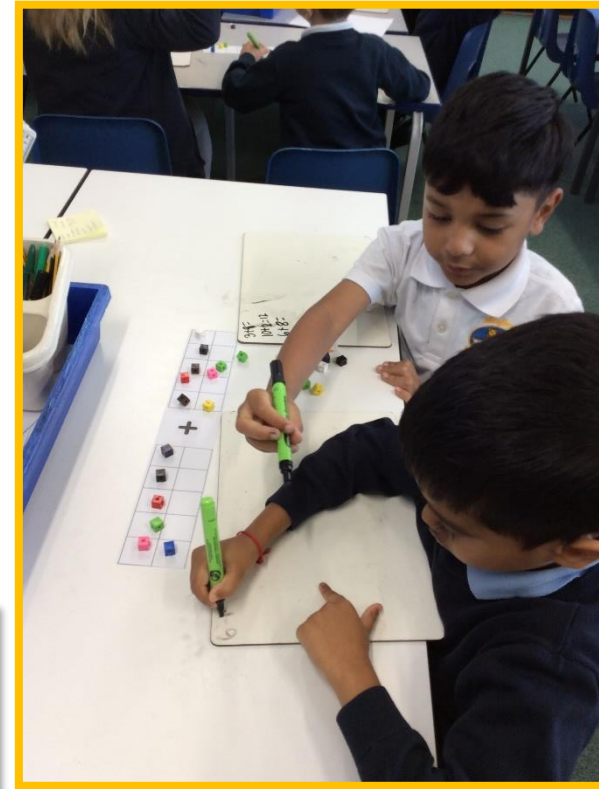
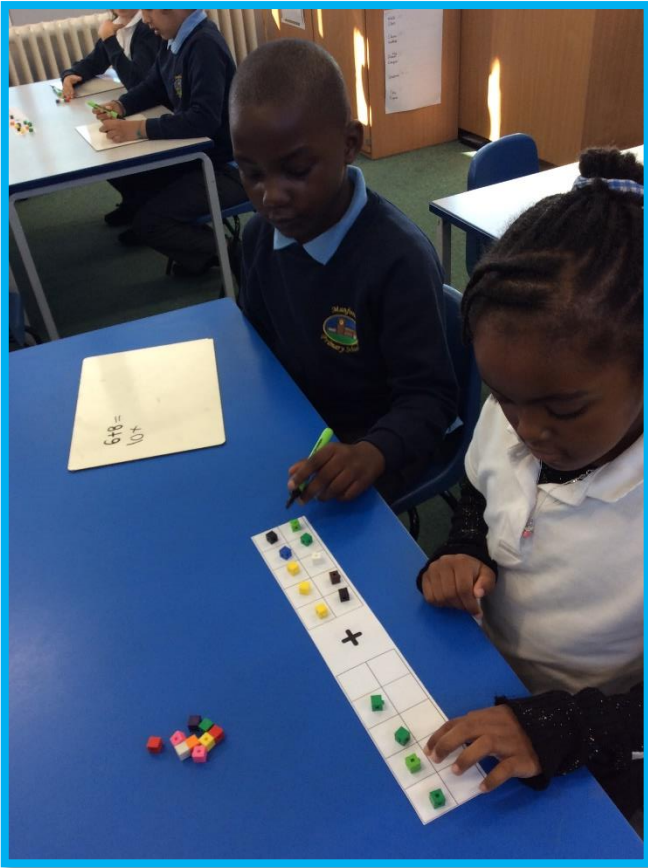
In Art this week, year 2 used different materials when producing collages to depict London during the Great Fire.





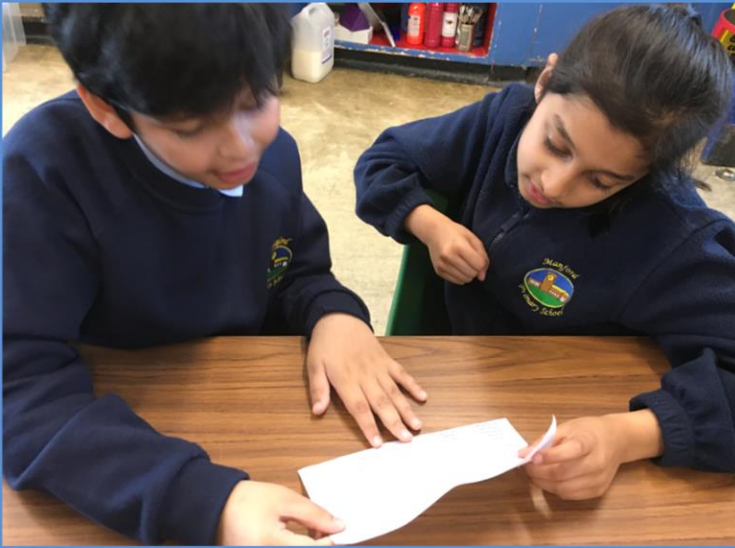
## Year 2

During Maths we have  
been learning  
about efficient  
methods we can use when  
adding numbers, such as  
bridging through ten!





# Year 5



In English this week with our book of 'Way Home' we have been looking at homelessness where children have been acting out their roles as an interviewer finding out more as to why someone has ended up there. They used this interview and the information they learnt to write a formal letter to the local council to try and stop the rising numbers of homelessness within Redbridge.



# Examples of year 5 English work!

Tuesday 11th October 2022

LI: I am learning to punctuate direct speech

SC1: Correct use of inverted commas  
SC2: Understand rules of direct speech  
SC3: Use layout features correctly

Independent / Paired / Adult

Interviewer: "What is your name and how did you get here?"

Shane: "My name is Shane and I got abandoned when I was twelve and tried to run away I got extremely devastated, I loved my parent since they left me I have been extremely lonely."

Interviewer: "Do you get safe now?"

Shane: "No because ever since I got very petrified of going to sleep on the streets in case I get hurt. Some people took my food and even took my money for no reason since then I never felt safe. I feel worthless and unloved by all the hate I have got from strangers it hurts my feelings but I always smile and keep positivity."

Interviewer: "How old are you now?"

Shane: "I am 17 sometimes nearly eighteen I've been homeless for two in a half years time didn't go fast for me I am still terrified to this day."

I feel extremely distraught and heartbroken for this young boy in fear.

Tuesday 11th October 2022

LI: I am learning to punctuate direct speech

SC1: Correct use of inverted commas  
SC2: Understand rules of direct speech  
SC3: Use layout features correctly

Independent / Paired / Adult

Interviewer: "What's your name and why are you in this alley?"

Shane: "M-my name is Shane and we live in the alley ways for 2 months. Unfortunately, my parents left me and died in a house fire. So in on my own I feel extremely disappointed and worried that we are could be able to get on top of our lives. My parents were poor and didn't have enough money to pay off our bills. So we got a eviction notice and enough up we lost our home. Our only one."

Interviewer: "Are you safe now in this abandoned alleyway?"

Shane: "Well... It kind of... Because, first, this is a abandoned alleyway and very dangerous things can happen. But also I'm not in the house that got evicted. So in kind of safe for now... I've got a cold home but almost all the things for a shelter... I'm still so heart broken and feel worthless that I'm not in a house anymore. I fear that something might happen to me because I ever try to steal someone's house."

Interviewer: "I feel really disappointed. My heart shattered after that. Have you ever thought about your parents? It's terrible. I'll and the care take care of him. I feel sad and deeply disappointed that a 11 year old person got abandoned by his and parents. For past the police are helping the poor to make a better world and future for those who don't have a home or don't have money."

Tuesday 11th October

LI: I am learning to punctuate direct speech

SC1: Correct use of inverted commas  
SC2: Understand rules of direct speech  
SC3: Use layout features correctly

Independent / Paired / Adult

Interviewer: "What is your name? and how did you end up here on the streets?"

Shane: "Hello, my name is Shane I hate to say but I have an extremely sad story. When I was younger my family was really broke and so... they went bankrupt."

Interviewer: "That is a very sad story I am very sorry. how do you feel on the streets?"

Shane: "I feel lonely, humiliated, terrified... I-I just cannot live like this anymore..."

Interviewer: "Yes I am very sorry, I understand you. what do people think of you?"

Shane: "People think I am a criminal. When I am just poor and homeless they should know to never judge a book by it's cover. I am quite disgusted in some citizens, and... a-p-p-e-people get quite violent with me... I am terrified."

Interviewer: "I advise and gentlemen I am fully devastated by this young nine year olds story, but I am sure everyone can get passed difficult challenges."



## Year 5

In science this week we continued our learning around different forces, this week focussing around water resistance. We looked at the time it took for shapes to float to the surface of a body of water and made predictions on which shape would go the quickest based on how streamline they were. It was tricky to time - we had to be very quick on our stopwatches as all of them were under a second!



# Year 5 Science work!

Water resistance speeds up objects that are moving in water.

Water resistance slows down objects that are moving in water.



Tuesday 11<sup>th</sup> October 2022

Q: What is water resistance and how do we measure it?

Do now:

Three different things one is a person, a boat and a penguin.

They all have bubbles. Only one is a living thing.

Prediction

I predict that the sphere will be the quickest because normally when ball or sphere floats the quickest.

I predict that the cube will be the slowest because I think it will be the slowest because I think it will just sink to the bottom.

Type of shape	Time taken to float (in seconds)
Cuboid	0.58 seconds
Cube	0.63 seconds
Sphere	0.36 seconds
Cylinder	0.28 seconds
Pyramid	0.92 seconds
Cone	0.89 seconds
Triangular prism	0.83 seconds

Conclusion

In my experiment we found out that the cylinder is the quickest shape to float. I think this because water resistance pushed off the cylinder to make it float the quickest.

Tuesday 11<sup>th</sup> October 2022

Q: What is water resistance.

Do now

They can all float and swim.

They all have different times of breathing.

Prediction

I think the sphere will rise the fastest because it is round and is hollow.

Results

Shapes name	Time taken to float in seconds
cuboid	0.63 seconds
cube	0.63 seconds
sphere	0.205 seconds
cylinder	0.26 seconds
pyramid	0.96 seconds
cone	0.89 seconds
triangular prism	0.87

Conclusion

In my experiment we found out that the cone was the quickest shape to float. I think this because it was light and had no streamline.

Tuesday 11<sup>th</sup> October 2022

Q: What is water resistance?

Prediction

I predict the sphere will float better because it's round unlike the others.

Result

Type of shape	Time taken to float (in sec)
Cuboid	0.52 sec
Cube	0.63 sec
Sphere	0.20 sec
Cylinder	0.28 sec
pyramid	0.90 sec
Cone	0.74 sec
Triangular Prism	0.87 sec

Conclusion

In my experiment we found out that the sphere was the quickest shape to float. I think that is because spheres are more circular than other 3D shapes and don't have corners.

Tuesday 11<sup>th</sup> October 2022

Q: What is water resistance

Do now!

One is under water and another is above water.

I think the sphere will float quicker because it is round.

I think that the cuboid will sink quicker because it is very thick and long.

Shapes	Time to float (in seconds)
Cuboid	0.65 0.53s 0
Cube	0.63s
Sphere	0.36s
Cylinder	0.28s
Pyramid	0.92
Cone	0.73
Triangular Prism	0.83

Conclusion

In my experiment we found out that the cylinder was the quickest shape to float. I think this is because of the corners.