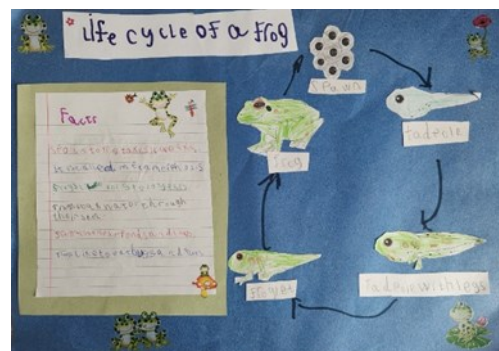


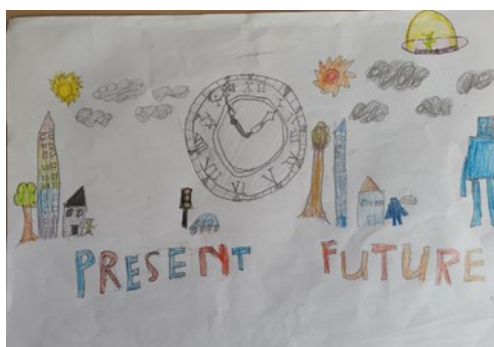
British Science Week Poster Competition



EYFS Winner – James



KS1 Winner – Oliver G

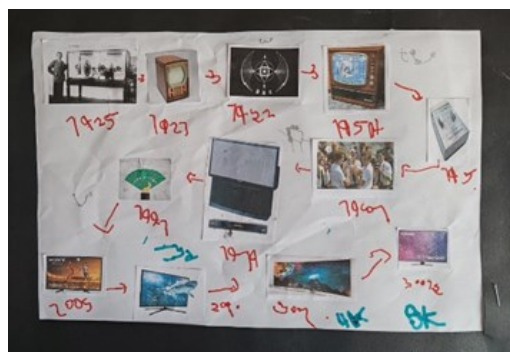


LKS2 Winner – Mattas



UKS2 Winner – Skylar

Runners Up



Kendria



Willow



Summer

Spring Term Newsletter Week 23 15th March 2024

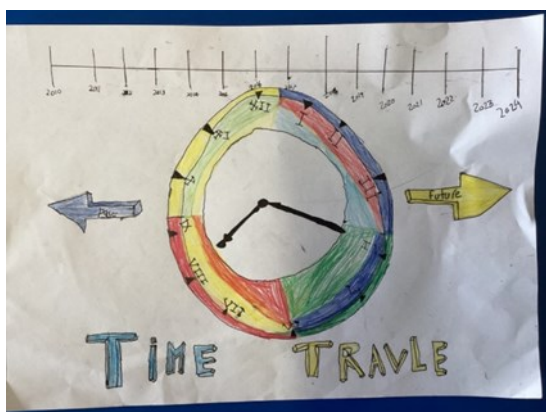
British Science Week Poster Competition



Matilda



Jack



Mattas, Niamh and Brooke



Arthur



Freddy

Congratulations to the winners and well done to everyone that entered. Each entry will receive 2 Catch Mes and 10 House Points with an additional Catch Me for each of the winners.

Cake Sale for St Vincents



Our cake sale on Tuesday, to raise money for The St Vincents Centre, was a roaring success.

Thank you so much to everyone who either donated cakes and/or gave their child money to purchase their own.

An extra thank you to the four girls who helped run the stall during lunchtime - you're fabulous Florence, Lily, Alice and Darci-Mae!

We managed to raise an incredible **£179.56**. This will be used by St Vincents to help boost their funds and restock their foodbank to support families over the Easter period.

Well done, Hinguar!

Staffing Update

I am pleased to say that our new SENCo, Mrs Woolner, was in school this morning and is very much looking forward to starting with us after Easter. Her days in school will be Mondays and Thursdays and she will be holding a coffee morning within her first few weeks of being at Hinguar to meet SEND parents. I know that you will all make her feel very welcome.

Miss Mountier has returned from her travels and has already been in school preparing for after Easter. She will be supporting the children throughout the school and organising many sporting events across the summer term for the children to participate in.

I am also pleased to say that Miss Bradley will be staying at Hinguar after Easter and will continue to teach Y1, next term, ensuring consistency for the class before they move to Y2 in September.



Together we achieve

TOGETHER WE ACHIEVE

10 Top Tips for Parents and Educators

At 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. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

10 Top Tips for Parents and Educators ENCOURAGING OPEN CONVERSATIONS AT HOME

With tricky topics and occasional clashes of opinion, it can be challenging to maintain an environment where children feel able to talk candidly and honestly. However, encouraging such conversations helps to develop trust – making it easier to unpack even sensitive subjects as children get older. Here are our top tips for promoting open conversations at home.

1 CREATE A SAFE SPACE

Criticism, blaming or shaming can all prevent children from feeling emotionally safe – while showing affection, positive attention and an interest in what a child has to say builds their sense of security. These formative years are when children's opinions and values begin to take shape, so it's important to provide a non-judgmental environment in which to discuss them – especially if their opinions differ from your own.

2 CONSIDER OTHER OUTLETS

Some children may find it easier to talk while they're participating in another activity such as drawing, writing, walking or sport. If it's possible, taking part in these activities together presents you with an opportunity to communicate while doing something side by side. A child may feel less pressure that way and can be more inclined to open up of their own accord.

3 NORMALISE CHATS ABOUT FEELINGS

Incorporate mental health and emotional wellbeing into everyday conversations, using age-appropriate language and examples to help children understand their emotions. Ask questions like "How are you feeling today?", "What was the best and worst part of your day?", "If you could start today again, what would you do differently?" and "Is there anything you want to talk about?"

4 LISTEN ACTIVELY

When children express themselves, make it obvious that you're listening closely and giving them your full attention. Maintain eye contact and validate their feelings without immediately trying to solve the problem. It's not helpful to dismiss their issues as childish or 'teenage angst' – or to assume that they'll simply 'get over' whatever they're feeling. Children don't have your life experience; their resilience is still developing as they learn to push through difficulties and handle problems.

5 ASK OPEN QUESTIONS

Encourage children to share their thoughts by asking open questions about their feelings and experiences. Closed questions (such as "Did you enjoy school today?") are more likely to elicit a simple "yes" or "no" response. Instead, you could ask things like "Who did you spend time with at break?" or "Who did you sit with at lunchtime?"

6 RESPECT THEIR BOUNDARIES

If a child isn't ready to talk to about something yet, respect their boundaries: this reinforces that their feelings are important and worthy of consideration. Ideally, you're aiming to let them know you care without smothering them, so just make it clear that you're there for them whenever they're ready to chat. Gentle, regular check-ins can sometimes be the best form of progress.

7 LEAD BY EXAMPLE

Model open, honest and healthy communication in front of children and young people. Try to demonstrate kindness when talking about others and yourself, because if children hear adults being overly harsh, critical or judgmental, or see them having unrealistic expectations of themselves, it makes them more likely to adopt and repeat this behaviour themselves as they grow.

8 HAVE REGULAR CHECK-INS

Check in with children periodically to discuss how they're feeling and what's going on in their lives. This could be a weekly or monthly conversation, where the child has an opportunity to share whatever's on their mind. For parents and carers, getting away from the house and other distractions might be productive here; you could consider regular trips to a coffee shop or a café, or just a weekly walk.

9 PROVIDE RESOURCES

It's often beneficial to let children know about other support that's available to them if they're struggling to talk to you specifically. Encourage them to talk to school counsellors, trusted adults or even a therapist, if necessary – while normalising this route and dispelling the harmful stigma around asking for help. Older children could engage with resources such as Koob or YoungMinds.

10 CELEBRATE EMOTIONAL EXPRESSION

It's beneficial to praise children for expressing their feelings honestly – emphasising how important it is to talk about their emotions and how proud you are of them for doing so. This can be especially pivotal for boys, who often experience more of a stigma around talking frankly about their feelings and their mental health – a barrier that can be overcome, with enough love and support.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



#WakeUpWednesday

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Southend East Community Academy Trust

Turtle and Starfish Class

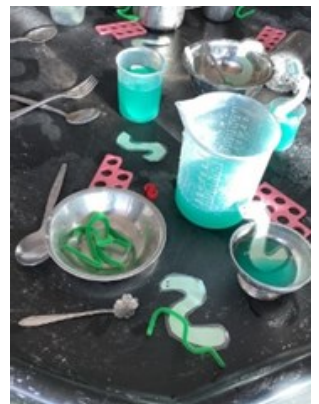


This week in Turtles class, we have been reading *Bedtime for Monsters*. We worked on our fine motor control as we made our own monsters with playdough using pipe cleaners for arms and legs and googly eyes. In the tough tray, we had coloured spaghetti with tweezers, to explore and develop our vocabulary e.g. slippery, slimy, long. We also used plastic scissors to develop our cutting skills. The monster



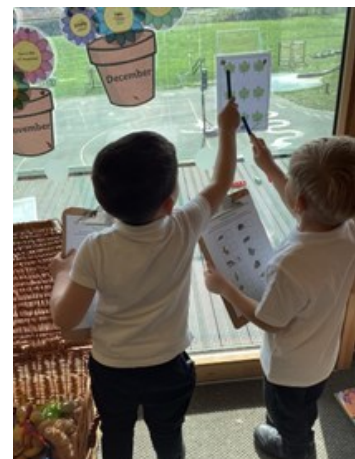
adventures began as soon as we entered the classroom with monster footprints numbered one to five on the floor to step and count on. We had monster dinosaurs to play with in the small world area and our number line display to 5 is nearly finished, as we have worked on the numbers 3 and 4. In the story, the monster wanted to spread children on toast like butter so we had some yummy toast for snack and saw the way the bread changed as it was toasted. We even spread the butter on using a knife (blunt plastic one). At the end of the story we discovered that all the monster wanted was a goodnight kiss!

In Starfish class this week, we have been reading *The Gruffalo*. We played hide and seek with the mouse and worked on positional vocabulary, such as under, next to and behind. We used our imaginations, mixing and pouring to create Gruffalo Crumble and Scrabbled Snake in the tough tray and we noticed that the dry pasta changed texture as it became wet. We had an animal number hunt around the room and we had a go at writing the matching numbers from a number line. Outside, we worked together using our gross motor control and team work to build big houses for the Gruffalo and in the creative area we have been colouring in snakes and developing our cutting skills using children's scissors. Please continue to practice cutting at home with your child. Finally, we drew our own Gruffalo style monsters and talked about them, naming body parts.



Nursery, we have had a very busy week! Next week we will be learning about Easter. Well done, everyone!

From The Nursery Team



Seahorse Class



This week, Seahorse Class have read 'We're Going on a Lion Hunt'. As we listened to the story, the children recognised the similarities to 'We're Going on a Bear Hunt', before exploring the differences in the featured animals, and the environmental characteristics. We located Africa on Google Earth to see where it was in relation to Great Britain.



We researched what the weather and geographical features were like in the African Savanna Plains. The children then looked at African animals in more detail. We discovered that a group of zebras are called a dazzle, and a group of rhinos are called a crash! The children also found out that the horns of a rhino and antelope are made from the same material as our nails.

Later in the week, we travelled through the Savanna Plains on a virtual safari. The Go-Jetters then took us on a tour of the whole country. We have listened to traditional Djembe drums, songs from Lion King and 'When the Lion Sleeps Tonight'.



In Maths, we have explored making 10 from 3 parts. The children have used Numicon pieces to connect 3 smaller numbers to total 10. Some children further challenged themselves by making 100 with the 10 Numicon pieces. On the interactive white-board, the children used their addition skills to add 2 parts to make 20.

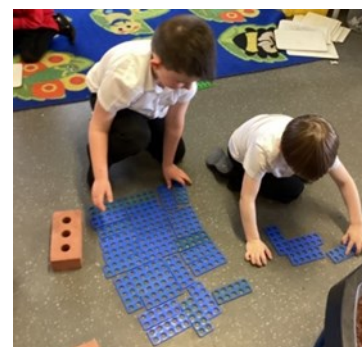
Throughout the week, the children have buried African animals and retold the story in sandy mud, made telescopes and binoculars, created animal puppets, printed African patterns with paint, and built jeeps and zoos from Duplo and large construction.



On Thursday, the children looked marvellous in their odd socks to celebrate World Down Syndrome Day. If you would like to find out more or donate, please follow the link to Down Syndrome UK at: <https://downsyndromeuk.co.uk/about-dsuk/>

REMINDER: Our Stickman trip to Danbury Park is on Wednesday 27th March.

Mrs Newman, Mrs Bowser, Mrs Penny, Mrs Mota



Oyster Class



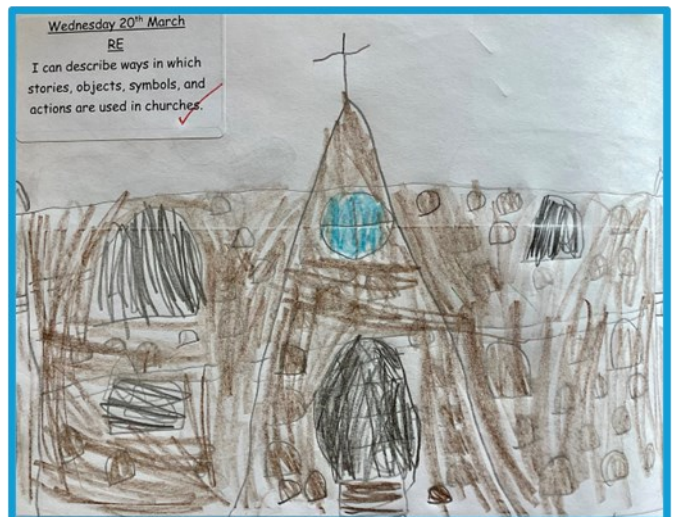
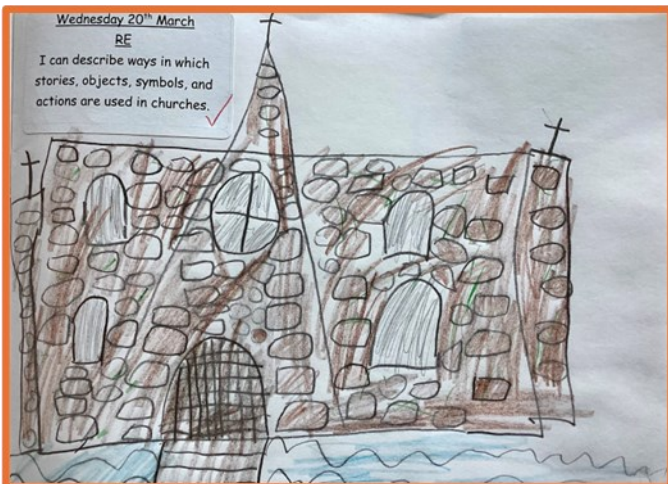
Year 1 have had another very busy week!

Firstly, I would like to say a MASSIVE well done to those children who performed at Southend Makes Music, last Friday! Your confidence and excitement were amazing, and I was so proud of you all.

The children have been producing their own stories this week, based on The Twits. Their imagination has been very good, and we have enjoyed sharing these as a class. As well as this, the children have been working hard with their numbers to 50, this week. We have been focusing on number line work and partitioning numbers - keep up the good work!

Our focus in RE has been all about sacred places this term, I was very impressed with the children's drawings, this week. Year 1 were able to tell me why different objects in a Christian Church were important and were able to reflect on their own experiences.

We hope you have a lovely weekend,
Miss Bradley and Mrs Tarling



Seagull Class



This week, the children were extremely excited to have the opportunity to sing in the Infant Music Festival. They have been working hard to learn a variety of songs with an animal theme. They sang with confidence, remembering lyrics and actions and playing instruments too. The children particularly enjoyed performing The Animal Fair and The Animals Went in Two by Two as these were only performed by Hinguar, meaning Seagull Class took over the stage whilst Mrs Waite played for them. It was lovely to see how proud

the children were to share their performance with friends and family. They made us all very proud.

Mrs Oakley and Mrs Merton



Heron Class

This week, as part of our Science learning, the children in Year 3 went to the Natural History Museum at Tring. We were in school super early to set off on our journey, but it didn't dampen the excitement of the class. When we got to the museum we participated in a fabulous workshop led by the museum's education officer. We worked together to discover why animals have skeletons and had an opportunity to show off our knowledge to the museum staff. After our workshop we had an opportunity to explore the museum. The children all had a fabulous day.

Enjoy your weekend,

Mrs O'Donnell and Mrs Edwards.



Curlew Class



Always liking to buck the trend and dare to be different, Year 4 have this week had their own mini science week (albeit a week after the rest of the country!)

Sparks have been flying in the most electrifying week. The children have been investigating electricity, making circuits and solving various problems. They have considered conductors and insulators and have added switches to their circuits. Finally, each child designed and made their own model/ picture which contained an electric circuit to light a bulb, sound a buzzer or power a motor.

In addition to this, our whole class reading this week centred around electricity, and each child designed a poster to educate others in staying safe around electricity.

One more week, Fabulous Foursies – then, a chocolatey break!

Miss Eakins, Mrs Allen and Mrs Bowser

X X
X



Sanderling Class



This week, Year 5 have started and finished their unit of statistics in Maths and in English have begun working on the poem The Highwayman. In Geography they got to grips with some Ordnance Survey maps and in Science they used Newton meters to investigate gravity, weight and mass. They continued to perfect their basketball skills in P.E. and discussed warning signs of bad friendships in PSHE. In computing, they continued working on databases. Have a lovely weekend and see you next week,

Mrs Emmings and Miss Brailsford

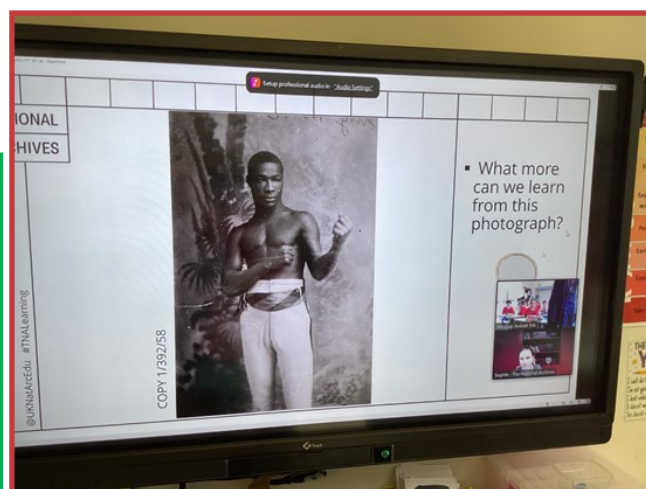


Avocet Class

On Tuesday, Year 6 took part in an online workshop hosted by the National Archives in London. They had the opportunity to look at census data from the Victorian era to enable them to learn more about the culture and ethnicity of the population at this time. It also enabled them to use a variety of other sources to gain further understanding of people's lives. The workshop was very informative in developing our understanding of the diversity in Britain and also allowed us to extend our knowledge of the work undertaken at the National Archives.

In Art, we completed the printing of our designs in the style of William Morris. The children enjoyed learning a new technique and embraced the challenge with some beautiful results.

Mrs Calvy, Ms Hardy and Miss Brailsford



School Menus

Week commencing: 15/01, 05/02, 04/03, 25/03

WEEK 3

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Meat	Cheese & tomato pizza with sweetcorn	Gluten free pork meatballs in tomato sauce with rice & carrots (H)	Roast Halal turkey, roast potatoes, mixed vegetables, Yorkshire pudding and gravy (H)	Pork sausages with mashed potato, peas & gravy	School Closed Easter Holidays
Vegetarian/ Vegan	Tomato pasta bake with sweetcorn	Vegan Quorn meatballs in tomato sauce with rice & carrots	Roast vegan Quorn fillet, roast potatoes, mixed vegetables, Yorkshire pudding and gravy	Vegan Quorn sausage with mashed potato, peas & gravy	
Jacket potato	Jacket potato with 2 toppings: cheese, ham, beans, tuna mayo	Jacket potato with 2 toppings: cheese, ham, beans, tuna mayo	Jacket potato with 2 toppings: cheese, ham, beans, tuna mayo	Jacket potato with 2 toppings: cheese, ham, beans, tuna mayo	
Dessert	Frozen yogurt	Lemon sponge	Jelly	Fruit crumble with custard	



CHRIST'S HOSPITAL
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OPEN MORNING INVITATION SATURDAY 27 APRIL

Year 7, Year 9 and Sixth Form Entry

112%





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Swim England Swim School of the Year
Winners

Small Class Sizes
100% Practice Time
Experienced Qualified Staff
Parent Involvement =
Faster Progression



Awards and Notices

Ashley Banjo



Mo Farah



Ellie Simmonds



Jamie Oliver



Student of the Week

Award Board

**Avocet Class—
Ben**

**Sanderling Class—
Alice**

**Curlew Class—
Buddy**

**Heron Class –
Mattas**

**Seagull Class—
Reuben**

**Oyster Class—
Arthur**

**Seahorse—
Nyah**

Dress for Success

The class which achieves the best attendance, every half term, will be allowed to come to school in non-uniform the first day back of the next term.

The winners for this half term so far are
EYFS/ KS1 Oyster Class, having attendance of 93.77% overall
and in KS2 Sanderling Class with 96.57%.

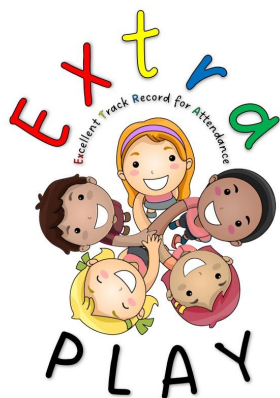


100% Attendance and Punctuality Prize

Each week, during our Celebration assembly, we congratulate good attendance as a whole class.

This week in EYFS/KS1, Alice the Bunny was won by Seahorse Class with 99.14% and in KS2, the attendance cup was awarded to Avocet Class with 97.41%.

The classes will be rewarded with an extra turn on the play equipment.





Awards and Notices

Catch Me! Awards

This is a system that rewards the children for doing the right thing all the time, whether it be being polite, helpful, ready to learn etc and any adult in the school can award the Catch Me! signatures to the children.



Well done to Macsen in Seahorse Class, Eva in Oyster Class, Anatasia, Matilda, Wyatt, Alisha and Beau in Seagull Class and Finlay W, Halle W, Jacob, Jamie and Sammy in Curlew Class on achieving their Silver Catch Me! Award

Well done to Darci in Curlew Class and Olivia H in Sanderling Class on achieving their Silver Catch Me! Award.



Children who have achieved their Gold Catch Me! Award will be treated to afternoon tea with Mrs Waite.

Times Tables

Congratulations to Lucas in Seahorse Class and Rosie and Catty in Curlew Class on achieving their Bronze Times Tables.

Congratulations to Nyah in Seahorse class and Sammy in Curlew Class for achieving their Silver Times Tables.



Reading Champions

Well done to Olive in Heron Class and Finlay W in Curlew Class who are our latest Reading Champions.

If you would like to be awarded a Reading Champion badge, you must read a selection of challenging books from a variety of genres and then write a short review of ONE book that you have read. We have plenty more badges waiting to be handed out so let's see who will be next! We thank all families for their continued support in enabling our children to be Reading Champions and in fostering a love of reading.

'Together We Achieve.'



Term Dates / Dates for Your Diary

Spring Term 2024 dates (updates in red)

Reception Stick Man Day (Danbury Park)

27th March 2024

FOH Easter Egg Hunt

28th March 2024

Summer Term Dates 2024 (updates in red)

Y6 final residential meeting—Chigwell

16th April 2024, 3.30pm

Years 3 & 4 Production

23rd April 2024 @ 6.30pm

Years 3 & 4 Production

24th April 2024 @ 9.30am

Class Photos

25th April 2024

Y4 Roman Day

26th April 2024

Pre-loved Uniform sale

26th April 2024

Polling Day Local Elections (school closed)

2nd May 2024

Bank Holiday (May Day)

6th May 2024

Y6 SATs Week

w/b 13th May 2024

Y6 to Chigwell

20th—24th May 2024

SEESMA choir rehearsal (Hamstel School)

20th May 2024—pm

Yrs 2—5 Drumming and Percussion Workshop

21st May 2024 9.30—11.00

Pre-loved uniform sale

24th May 2024

Father's Day stalls

10th, 11th, 12th June 2024 (lunchtime)

SEESMA Concert—KS2 choir

14th June 2024 @ Cliffs Pavilion

Y2 to Colchester Zoo

20th June 2024

YR—Y5 School Assessment Week

w/b 24th June 2024

FOH Discos

27th June 2024

Sports Day & Picnic

1st July 2024

Y6 Transition Day

5th July 2024

Yrs R-5 Transition Morning

5th July 2024

FOH Summer Fair

6th July 2024

Reserve Sports Day

8th July 2024

Whole School Open Evening

11th July 2024 3.30pm—5.30pm

Hinguar's Got Talent

15th July 2024

Volunteer Afternoon Tea

16th July 2024 2.15pm

Y6 Graduation

18th July 2024 2.00pm

Y6 Leavers' Disco

18th July 6.30pm—8.00pm

School closes for the summer

19th July 2024 @ 1pm



Term Dates / Dates for Your Diary

Term Dates for Academic Year 2023-2024

Spring Term: Thursday 4th January 2024—Thursday 28th March 2024

Summer Term: Monday 15th April 2024—Monday 22nd July 2024

Half term 27th May –31 May

May Bank Holiday 6th May

Inset Days 2023/24

Friday 28th June 2024

Monday 22nd July 2024

Inset Days 2024/25

Tuesday 3rd & Wednesday 4th September 2024

Friday 29th November 2024

Friday 14th February 2025

Monday 24th February 2025

Term Dates 2024/25

Autumn Term : 3 September 2024—20 December 2024

Half Term 28 October—1 November

Spring Term: 6 January 2025—4 April 2025

Half Term 17 February—21 February

Summer Term: 22 April 2025—23 July 2025

Half Term 26 May—30 May



FRIENDS OF HINGUAR
EGM

 April 18, 2024
1.45 – 2.45pm

 George Suite, Hinguar Primary School & Nursery

EVERYONE IS WELCOME
STAY INFORMED & GET INVOLVED

Illustration of four people sitting around a table, engaged in a meeting.