



MacIntyre Academies  
Quest Academy

APRIL 2020 EDITION 2 NEWSLETTER



NEW FACEBOOK PAGE — Quest Academy Family Group



“Quote of  
the week”

*“The more that you read, the more things you will know, the more that you learn, the more places you will go.”*

*Dr. Seuss*

# WELCOME



Dear Parents/Carers,

Thank you for sending in photographs of your children's work and/ or pets. As you know I am keen for learners to share their photos and work so that we can continue to celebrate learners' achievements.

I am also hoping that our Newsletter helps you feel slightly less isolated and still part of our school community.

I would like to make you aware that we have amended our Safeguarding Policy in line with DfE guidance about the Corona Virus and have uploaded this (draft) onto our website. Anna Stelfox, our Safeguarding and Wellbeing lead, has also created a Safeguarding and Wellbeing presentation which you may find helpful, particularly in terms of protecting your children when they are online (see attachment to this email).

We have now managed to resolve the technical issues linked to learners accessing Accelerated Reader. After the Easter holidays Katie Dyson will provide you with further information about this programme.

If you need any further information/ support/guidance over the holidays please feel free to contact me via email: [nicola.wells@macintyreacademies.org](mailto:nicola.wells@macintyreacademies.org) or my work mobile 07932 909 754. Our Family

Footings Team will be in contact with all families during the second week of the holidays.

Please take care.

Kind regards,

*Nicola Wells.*



## What to do if you're worried while school is closed

**If you feel unsafe at home, or feel worried about a friend or sibling during the current situation, here are some things you may be able to do to get the help you need:**

- Text a trustworthy family member or safe adult who may be able to help you
- Call Childline **0800 1111** and talk through how you are feeling and your concerns
- Email one of the Designated Safeguarding Leads at school
  - *Nicola Wells ( Principal):* [nicola.wells@macintyreacademies.org](mailto:nicola.wells@macintyreacademies.org)
  - *Anna Stelfox ( Safeguarding and Wellbeing Lead):* [AnnaStelfox@macintyreacademies.org](mailto:AnnaStelfox@macintyreacademies.org)
- Call the police in an emergency (**999**) or a non emergency (**101**)
- Speak to Young Carers if you are looking after someone at home **02476 217 740**
- Look online at support from the Family Information Service  
[www.warwickshire.gov.uk/childrenandfamilies](http://www.warwickshire.gov.uk/childrenandfamilies)
- If you feel unsafe or in danger call the council helpline on **01926 414 144**

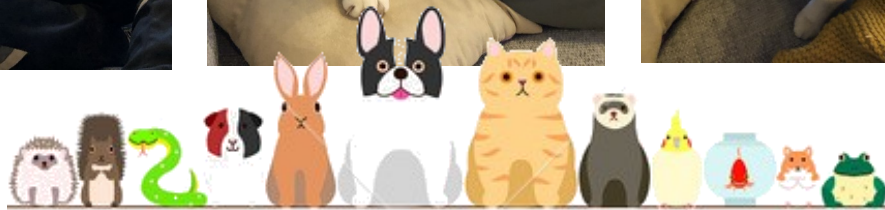
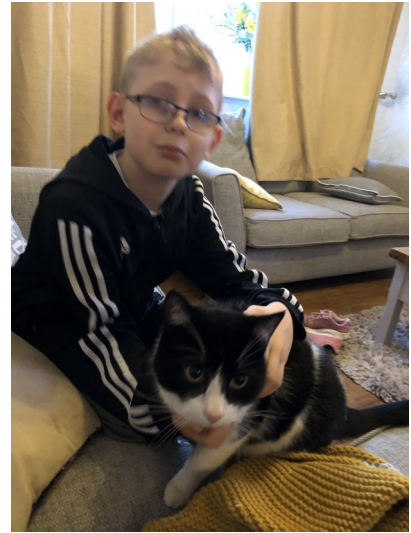
*\*If you are unable to do any of the above because it isn't safe to do so, perhaps you could alert a neighbour or passer by to your situation*





# PET CORNER

Thank you to Rhys and his Mum for sending in some fantastic pictures of their pets, the Guinea pigs are called Nibbles and Kiawe, and the cats are Tigger and Barney.



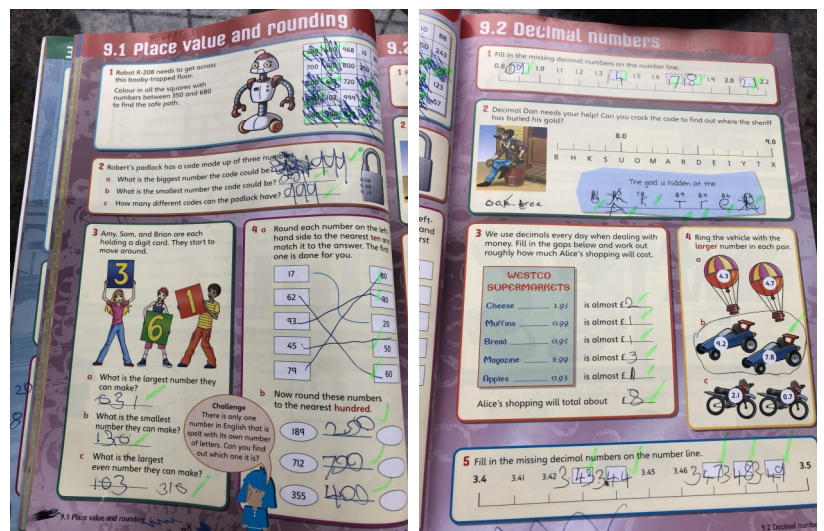
## ANSWERS FROM THE LAST NEWSLETTER: CAN YOU SPOT THE CORRECT LOGO?

## JACK'S MATHS

Jack has been working through a maths activity text book at home. He has done really well, independently completing 2 pages.

We love to see your home-learning pictures, please keep sending them in!



## Home-School Guidance and Support (COVID-19 – March 2020)

This document aims to share advice about how to create a home-school daily routine, along with signposting for the reader to a list of resources, websites and learning aids that may be helpful to access amidst the COVID-19 school closure period. Some of these resources are currently FREE (*as at 23.03.2020*). These resources have not been thoroughly checked or endorsed by the Warwickshire EPS so please review them before use.

### Home-school guidance

- Develop some structure for the day, this is reassuring for young people and will also support everyone to be productive. *There are examples in the resources below.*
- Begin and end at the same time every day (it doesn't have to be 9am-3pm), get dressed for schooling, and if possible use different areas for working, resting and playing so that it is possible to differentiate between these activities in a similar way to going to and leaving school.
- The length of the structured time will vary with age, but children aged 4 to 7 can usually manage for up to 2 hours a day, whilst children aged 7 to 11 can usually manage between 3 to 4 hours. Older children, given work from school, may need to work for longer. Enable children some input in designing and reviewing their learning day / week, which might make it more likely to run to schedule and to encourage important skills regarding independent learning and self-control.
- Allow some flexibility if you need to prioritise your family's wellbeing, explaining to your children that these are exceptional circumstances. Don't worry if you don't manage everything you had planned;
- Spread focused work and tasks out with breaks in the middle – attention spans do not last long. Including regular movement breaks, such as dancing to music or creating an outdoor circuit in the garden can help provide a break between activities and simultaneously support children's physical and mental wellbeing.
- You will need to allow yourself some time to plan and prepare activities. There are lots of ready-made ideas for different activities online (see links below) and it might be a good idea to find ways for yourself and other parents to share activities (virtually!) which have worked well to 'share the load'. There is no one 'right' way of doing things.
- There are different ways to develop a curriculum, not just one way. Some families may want to have set daily slots for literacy / numeracy etc. Others may want to run a theme over a week / fortnight with several tasks to complete e.g. reading about dinosaurs, writing about dinosaurs, science about dinosaurs, art about dinosaurs.
- Work / tasks / projects do not need to be formal and recorded in a book (although at times this is appropriate to develop certain skills).
- The work can be flexible, and child led; perhaps agree topic areas together. Value whatever you can teach them, e.g. mechanics, cooking, photography, IT.... and play to your mutual strengths by focusing on things that you all like doing and/or are good at.



- Everyday activities can be used as a structure for learning e.g. cooking uses maths, especially when adjusting a recipe for a different number of people; planting and growing seeds etc.
- It can be fun! Use practical activities, art, craft, and games as part of the learning experience. Fall back on reading and educational TV programmes, if formal learning feels a bit too much at any point.
- When working with your child, remember to notice and comment upon what your child does well (academically and personally), in addition to giving feedback around any mistakes they may make (give a high ratio of praise to criticism).
- Encourage children to keep in touch with classmates and members of clubs like Brownies, football teams and music groups via Skype, FaceTime and Zoom.
- Expect that children will feel the stress of current circumstances and like all of us, can be more short-tempered and prone to heightened emotions and challenging behaviours. Expect it, prepare yourself with a deep breath and do whatever works best for you all to calm and soothe. Demonstrating calm responses should help to reassure, relax and model coping strategies to your children. Emotion coaching is a straightforward and often helpful approach:

<https://www.emotioncoachinguk.com/parent-carer-resources>

## Online resources to guide the development of a daily routine

### Home Schooling structure and inspiration

<https://www.homeschooling-ideas.com/home-school-schedule.html> this is a useful and accessible website with ideas and examples of planning a schedule as well as resources

<https://www.khanacademy.org/> This website has suggested daily schedules for different age groups as well as lots of resources. It is American but still useful.

<https://www.gov.uk/government/collections/national-curriculum> for those parents who want to check what their child would have been learning in school

<https://www.bbc.co.uk/bitesize> this is being updated very regularly in relation to the current situation

<https://www.home-education.org.uk/resources-educational.htm>

<https://home-ed.info/heresources>

<https://www.twinkl.co.uk/home-learning-hub> which has free resources on their home learning hub for parents to download each day and are divided into different age groups (primary age).

### Physical Health

Joe Wicks – 9am workouts on The Body Coach TV (YouTube Channel)

Go Noodle <https://www.gonoodle.com/good-energy-at-home-kids-games-and-videos/> A collection of activities and resources to promote management of energy and attention.





## Mental Health

Cosmic Kids Yoga (YouTube channel) and Zen Den Mindfulness: <http://bit.ly/1oGCLEa!>

<https://www.mindfulschools.org/free-online-mindfulness-class-for-kids/> Live mindfulness sessions to log into, but think it's American, so timings may be strange!

Relax Kids <https://www.relaxkids.com/calm-pack> FREE Calm Pack to download with helpful tips and activities - just sign-in for access.

Coping Skills for Kids <https://copingskillsforkids.com/coping-with-coronavirus> FREE Family Activity E-Book to support talking about emotions.

Young Minds for mental health and wellbeing: <https://youngminds.org.uk/find-help/for-parents/>

## Literacy

Warwickshire libraries for borrowing e-books and magazines: <https://library.warwickshire.gov.uk/iguana/www.main.cls?surl=eBooks>

Audible: <https://stories.audible.com/discovery> Audio stories for children are FREE, logins and bank details are not required.

Phonics Play (FREE access during this period - Username: march20 Password: home): <https://www.phonicsplay.co.uk/>

Oxford Owl for Home: Free Resources and guidance to support Primary aged children: <https://home.oxfordowl.co.uk/>

The Literacy Trust <https://literacytrust.org.uk/family-zone/> - Free reading and writing resources, audiobooks, videos and reading challenges.

The government guidance on teaching phonics (very detailed): [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190599/Letters\\_and\\_Sounds\\_-\\_DFES-00281-2007.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf)

Reading rockets for reading advice: <https://www.readingrockets.org/>

Paired reading – a less pressured way for an adult and child to share a book. <https://highlandliteracy.files.wordpress.com/2018/02/paired-reading-for-teachers.pdf>



## Numeracy

The numbers game from countdown: <http://happysoft.org.uk/countdown/numgame.php>

Times Tables Rock Stars: <https://trockstars.com/>



## ICT

Computer programming skills games: <https://blockly.games/>

Free computer programming using Scratch: <https://scratch.mit.edu/>

## Science and technology

<https://www.stem.org.uk/home-learning> newly compiled resources for STEM subjects and subject experts available 8.30 am to 4.30 pm on weekdays

## Special educational needs and disabilities

Do2learn has a range of different resources for young people with additional needs (again- it is American so language may need adapting) <https://do2learn.com/>

American website education.com has a range of free resources (once you have made an account) <https://www.education.com/worksheets/>

Downloadable "school closure toolkit" which includes visual timetable resources <https://www.easterseals.com/explore-resources/living-with-disability/coronavirus.html>

## General

Crash Course is a YouTube channel for older children. The videos cover topics such as science, history and literature. There is now a version for younger students called Crash Course Kids: <https://www.youtube.com/user/crashcourse/videos>

The National Geographic for Kids: <https://www.natgeokids.com/uk/>

CBeebies: <https://www.bbc.co.uk/cbeebies>



Rugby

## Family Support Helpline

Our helpline is open

Monday–Friday

09:00-16:00

on 01926 412412.

We are also offering

virtual drop ins via video call and email support.

Send your query, or for a phone/ video appointment, please email:

. Parenting support.

. Guidance.

. Signposting.



[familysupportrugby@warwickshire.gov.uk](mailto:familysupportrugby@warwickshire.gov.uk)

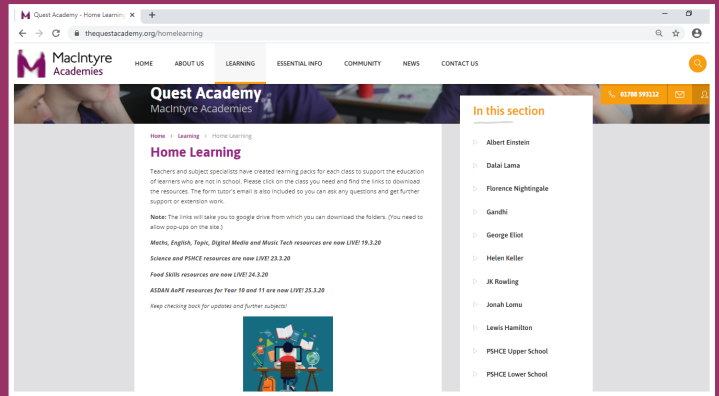
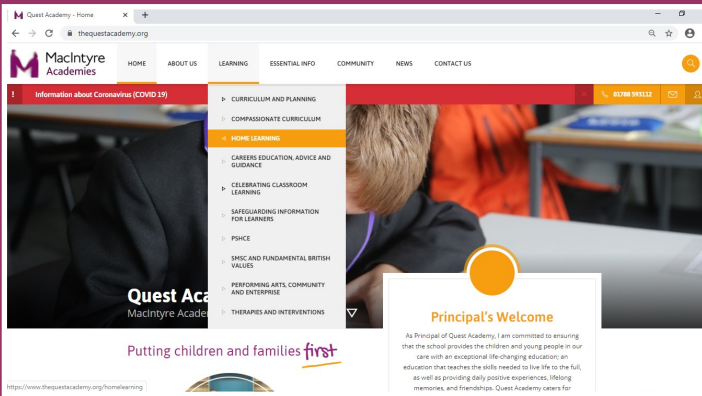
## Family support helpline and virtual drop in sessions

Family support workers are available across Warwickshire to listen, support and offer advice and guidance to families and professionals. To speak to a family support worker over the telephone, call **01926 412 412**, Monday to Friday between 9am - 4pm.

They are also offering virtual drop ins via video call and email support. Send your query, or for phone/ video appointment, please email:

[familysupportrugby@warwickshire.gov.uk](mailto:familysupportrugby@warwickshire.gov.uk)

# QUEST ACADEMY: HOME LEARNING



Don't forget we have some fantastic resources on our Quest Academy Website, under Home Learning <https://www.thequestacademy.org/homelearning>

Teachers and subject specialists have created learning packs for each class to support the education of learners who are not in school. Please click on the class you need and find the links to download the resources. The form tutor's email is also included so you can ask any questions and get further support or extension work.

**Note:** The links will take you to google drive from which you can download the folders. (You need to allow pop-ups on the site.)

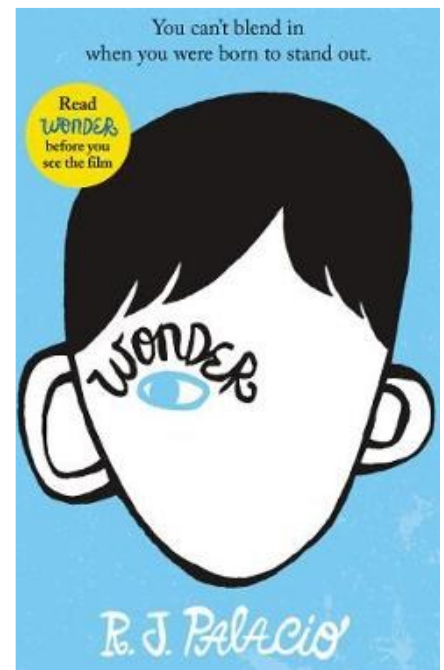
## Book of the Week

### Wonder

Author: R.J. Palacio

I know I'm not an ordinary kid. I mean, sure, I do ordinary things. I eat ice-cream. I ride my bike. I play ball. I have an Xbox. Stuff like that makes me ordinary. I guess. And I feel ordinary. Inside. But I know ordinary kids don't make other ordinary kids run away screaming in playgrounds. I know ordinary kids don't get stared at wherever they go.

Author Raquel Jaramillo, who wrote *Wonder* under the pen name R.J. Palacio, is a one-time book cover designer and a mother of two boys. It was the act of buying ice cream with one of those boys that lead to her writing the story of Auggie Pullman, when she became anxious about her son's possible reaction to the visible facial differences of a little girl in the queue.







# ASDAN

## FREE RESOURCES TO SUPPORT HOME LEARNING

To support home learning during these challenging times, ASDAN has made available **free resources** for educators, parents, guardians and carers to support young people.

### Free resources for pre-Entry to Level 2

The resources, ranging from pre-Entry to Level 2, have been taken from a range of ASDAN courses. They can be used in a home setting and challenges can be adapted to suit home learning, for example using video chat for group work to maintain and encourage interaction.

We hope that these resources will help support those who share our passion for independent learning, promoting learner progress, and boosting young people's confidence and self-esteem at this unprecedented time in their education.

### The resources cover areas including:

- English and mathematics
- PSHE and citizenship
- Employability
- Transition from primary to secondary school
- Community, volunteering and culture
- Getting outside: gardening, sports and fitness
- Animal care
- Group work: planning and evaluating
- Learners with special educational needs and disabilities (SEND)



### Support for learners with SEND

We have also made available a large number of resources for learners with special educational needs and disabilities. These include four challenge booklets from our **Lifeskills Challenge** programme, which offers a flexible way to recognise and reward small steps of achievement, with a focus on personalised learning and progression. Each booklet contains 10 challenges, along with an observation checklist and record of oral questioning template that can be used in a home environment. Challenge themes include living independently, keeping healthy and community inclusion. These can also be accessed from our **free resources page**.

### Guidance on awarding for qualifications

ASDAN is committed to providing opportunities for young people facing barriers to learning and is open and ready to support you and your learners in the coming weeks and months. We are continuing to work with the Department for Education, Ofqual and other regulators, the Federation of Awarding Bodies and other awarding organisations to achieve guidance for awarding for our qualifications. We will provide further updates as soon as possible.

In the meantime, please get in touch with your ASDAN **regional representative** if you need any support. You can also get in touch with our centre support team on 0117 954 8316 or email [info@asdan.org.uk](mailto:info@asdan.org.uk). In addition, live chat is available through the ASDAN website, Monday to Friday 9am to 5pm.



## Family VibEs

Living values in the home

Welcome to Family VibEs, brought to you by Values-based Education International. Many schools in the UK and worldwide have adopted a philosophy for living based on a set of positive human values such as **Love, Respect, Kindness Trust**, etc. This is the first of our weekly resources. It is presented as a PDF so that it is easy for everyone to access. We suggest that you begin each week by talking about the Value and what it means to each one of the family. Then look together at the suggestions for activities and decide which ones you would like to try together. It would be wonderful to get some feedback so that the resources can evolve and grow and become more useful (and more fun too).

Please join our Facebook group 'Family VibEs' We hope that you enjoy exploring these vital ideas and that you find that you grow even closer and more understanding as a family.

### WEEK 1 - TRUST

Why not make this your 'family value' of the week?

When we build trust, we strengthen relationships and are able to have some of our own responsibilities eased...

Look at the page opposite for activities you can do on your own or as a family.





### Communication – sharing ideas

- What does trust mean to each of us? Let's listen to each other!
- How do we show trust? Do we allow each other to make mistakes and try things out?
- How do we keep trust or not break it?
- Trust stories: 'Pumpkin Soup' by Helen Cooper; 'What Friends Do Best' by Jonathan Emmett; 'The Boy Who Cried Wolf'.
- <https://youtu.be/5XDaUM6JURg> Short video exploring Trustworthiness.
- <https://youtu.be/70allgk1-70> The Pied Piper Animation.

### Happiness – family fun

- **Try a trust fall.** Talk about it first and then see if you can trust someone to catch you.
- **Blindfold one person.** Can they trust you to guide them safely?
- **Touchy Feely Game:** Find an empty cardboard box. Find some interesting items which will fit inside the box. Take turns to cover your eyes and by feeling the item try to guess what it is. Who can guess the most items?
- **Food Tasting:** Organise a selection of different foods – the more different the better. Take it in turns to be blind-folded and be given an item of food to taste. Are you trusting enough to eat something you can't see?



### Behaviour & activities – doing together

- How can we earn trust? Keeping our promises? Making good choices?
- What does it feel like to be trusted?
- Set tasks for each other which 'stretch' your trust. Lend something precious to a family member. Allow them to reorganise your room. Talk about how it made you both feel.

### Wellbeing – being well in body and mind

- By making healthy choices we can trust our bodies not to let us down.  
How can we do that?
- Good sleep routines
  - Eating healthily
  - Exercising
  - Talking to friends and family
  - Being mindful every day

*When you trust someone . . .  
 . . . you have faith in them  
 . . . you believe in them  
 . . . they give you hope  
 . . . you can depend on them  
 Who do you trust?*



*Trust yourself.  
 You know more than  
 you think you do.*  
 Benjamin Spock

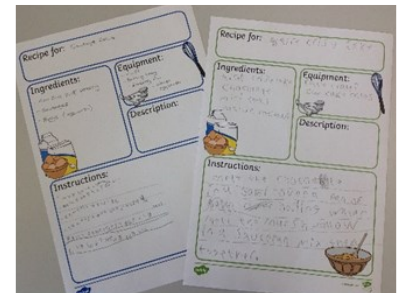
*To be trusted is a  
 greater compliment  
 than being loved.*  
 George MacDonald



# WE HAVE A HAD A COUPLE OF LEARNERS IN SCHOOL

(WHERE PARENTS ARE KEY WORKERS).

This week, learners in school have been enjoying working in the food tech room. First, they decided what to make and wrote out their own recipes and ingredients and equipment lists. They decided to make chocolate crispy cakes and sausage rolls.



To make the crispy cakes, we melted chocolate and marshmallows. Then, we mixed in some Rice Krispies. Carefully, we put the mixture into cupcake cases. Finally, we decorated them using Smarties and chocolate eggs. They looked so delicious and colourful!



To make the sausage rolls, we first mashed up some sausage meat. Then we wrapped it in puff pastry, making sure to seal the edges carefully so the filling wouldn't burst out when cooking. We made slits in the top and brushed the pastry with an egg wash to make it go golden brown in the oven. When the sausage rolls were finished cooking they smelled amazing. They tasted amazing too!



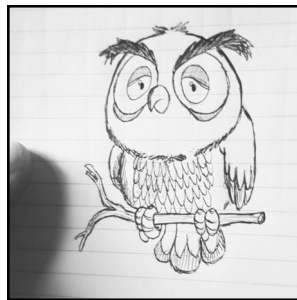
**\*Remember the most recent scientific advice on how to further limit the spread of COVID-19 is clear. If children can stay safely at home, they must, to limit the chance of the virus spreading. That is why the government has asked parents to keep their children at home, wherever possible, and asked schools to remain open only for those children who absolutely need to attend.**

# ART PAGE

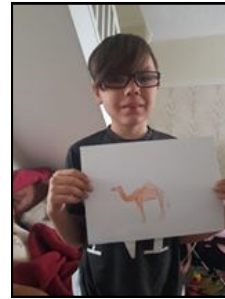
today let's draw:  
a dog  
& it's thoughts





today let's draw:  
an owl

today let's draw:  
a camel

today let's draw:  
a frog




Don't forget to keep sending us in all your Art Work! It is so lovely to see all creations!



Week	Week Commencing	Eye Spy Picture
1	Monday 23rd March	A House
2	Monday 30th March	A butterfly
3	Monday 6th April	A Flower
4	Monday 13th April	An Easter Egg
5	Monday 20th April	Your Best Friend
6	Monday 27th April	A Buzzy Bee
7	Monday 4th May	A Sheep
8	Monday 11th May	A Monster
9	Monday 18th May	A Spider
10	Monday 25th May	A Tree





# LEARN WITH LEGO



Learning using your child interests can be motivating and fun. If your child loves LEGO, then below are some ideas you can try at home. Feel free to send in photos of your creations. More ideas can be found: <https://www.pinterest.co.uk/hscouragement/all-things-lego/>

How many flags can you make with LEGO?



Build a bridge across a river.



Write a story about this scene:



Make family portraits.



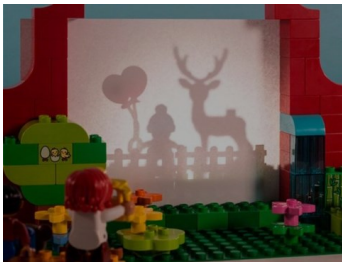
Build a boat. Will it float or sink?



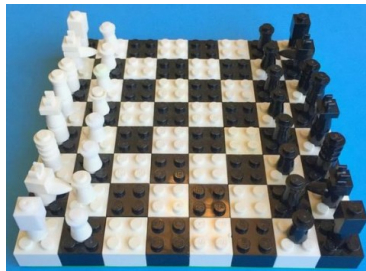
LEGO drawing machine.



Create a shadow puppet show.



LEGO Chess.



Create a secret code and send messages.



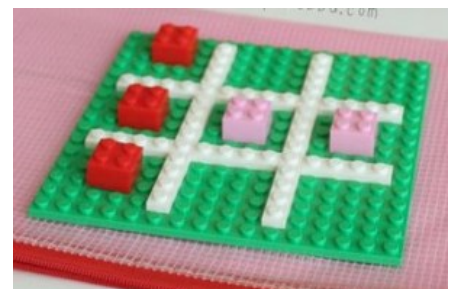
What is the quickest way to rescue a frozen LEGO man?



Build a set of scales. What things weigh the same?



Noughts and crosses.



Amy Wilkins,

Speech and Language Therapist, [Amy.wilkins@macintyreacademies.org](mailto:Amy.wilkins@macintyreacademies.org)



# MENTAL HEALTH ACTIVITIES TO DO WITH YOUR CHILDREN



## WORRY TIME

Set aside a time each day for your child to worry. Discuss how long the worry time will be for. In this time your child can write down their worries or discuss them with you. Don't feel you have to come up with solutions to their worries (they are very real at the moment!), but just listen to and empathise with how they are feeling



## GOOD THINGS

Before bed spend time with your child to identify and write down three good things they achieved/enjoyed that day. These can be stored in a special jar or box to reflect on when things feel tough.



## IMAGERY

Work with your child to imagine themselves in an imaginary future where everything has turned out in a positive way. You could get them to draw out what this would like and to make a list of all the

## WELLBEING

Support your child to look after their wellbeing. Cook healthy meals with them, exercise or play sport with them and try to ensure they are getting enough sleep. Whilst off school, it is easy to slip into a routine of going to bed late and getting up late the next morning. Ask your child what time they think is reasonable to get up/go to bed and try to stick to this. This will help retain a sense of normality and routine.

## BEING PRESENT



Help your child to be present and live in the moment (rather than worrying about the past or the future). Go for a walk and see how many different things you can both take in with all your senses (things you can see, hear, smell etc.)



*Dr Anna May*  
Clinical Psychologist

## SOCIAL SKILLS RESOURCES FOR PARENTS

<https://www.centervention.com/social-skills-resources-for-parents/>

If you believe raising well-adjusted, resilient kids is harder than ever, you're not alone! And your belief is supported by research.

According to a study by [Jean Twenge at San Diego State University](#), "... more and more young people experience poor mental health and psychopathology, possibly due to an increased focus on money, appearance, and status rather than on community and close relationships."

And while this has been the trend for over 50 years, it seems to be accelerating. To help parents like you, we've partnered with leading youth mental health researchers, educators, and authors to provide practical approaches for dealing with modern problems.



### Introduction: Social and Emotional Learning

An overview of communication, cooperation, emotion regulation, empathy, impulse control, and social initiation.



### Why Social And Emotional Skills Are Important

A few key statistics to show you why social and emotional learning is crucial for success.



### Developmental Milestones

Developmental milestones for social and emotional learning by age.



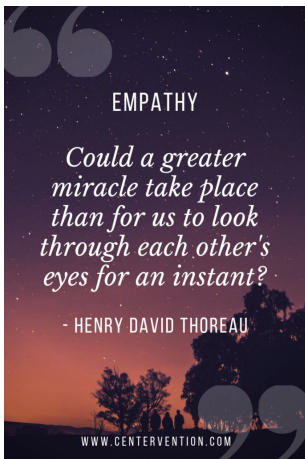
### How Parents Can Help

5 strategies to help you engage with your child to improve social and emotional learning.

Does your child have difficulty *Managing Emotions, Controlling Impulses*, or struggle with *Social Skills*?

At **Centervention®**, we provide online games to help students and improve social and emotional skills. These games are **fun for students**, automatically gather data so you can **monitor progress**, and include supplemental lessons to **reinforce learning**.

# QUOTES TO PROMOTE SOCIAL & EMOTIONAL SKILLS



## EMPATHY

Empathy is the ability to feel pain and emotions felt by others. According to research conducted by Michigan State University, "Empathetic people have the ability to connect with others on a deeper level and can lead to individuals being helpful, involved and invested in other people."

At an early age, children begin to understand that those around them may share different feelings, and empathy and compassion allows children to recognize these feelings and express concern, remorse, or sympathy.

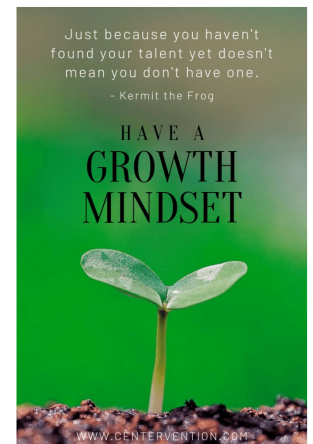
## GROWTH MINDSET

The idea behind the principle is to focus on the effort, not the outcome.

According to Carol Dweck, a renowned psychologist at Stanford University, "They may appreciate endowment, but they admire effort, for no matter what your ability is, effort is what ignites that ability and turns it into accomplishment."

We sometimes tend to find the negative in a situation; this impacts our mood and outcome of events. As a parent or educator, you must show how to turn a bad experience into an opportunity for learning and development.

A child may have a negative mindset if she scores poorly on an exam. Use a growth mindset quotes to counter a poor grade. Remind your child that the low mark demonstrates how much they have accomplished and presents an opportunity for further learning.



## BULLYING

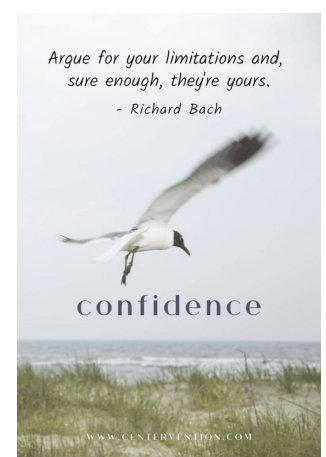
Forget what you've learned in the nursery rhyme; words do hurt. It is an unfortunate reality that many students face daily. According to the CDC, Reports of bullying are highest for middle schools (22%) compared to high schools (15%), combined schools (11%), and primary schools (8%). These stats inform us that bullying has no age limits and may increase in severity over time.

Can you recognize the signs of bullying? It may include personality and behavioural changes, loss of interest in school and social activities, changes in eating habits, physical symptoms including bumps and bruises, and poor school performance.

## CONFIDENCE

We know from research that elevating a child's confidence enables them to make significant gains in their social lives and in their academic careers. And parents and teachers can use **confidence quotes** as a tool to help boost self-esteem.

Yes, near the very top of Maslow's hierarchy of needs is **esteem**, the need for respect, self-esteem, and **self-confidence**. After basic needs are met, children should be provided with opportunities for praise and recognition. This is essential for healthy development.





# CHOCOLATE EASTER EGG NEST CAKES

Brilliant to make with children over the holidays, these easy chocolate Easter nests are a seasonal favourite.

**Preparation time - less than 30 mins**

**Cooking time - less than 10 mins**

**Serves - Makes 12**

**Dietary - Vegetarian**

## Ingredients

- 225g/8oz plain chocolate, broken into pieces
- 2 tbsp golden syrup
- 50g/2oz butter
- 75g/2¾oz cornflakes
- 36 mini chocolate eggs

## Method

1. Line a 12-hole fairy cake tin with paper cases.
2. Melt the chocolate, golden syrup and butter in a bowl set over a saucepan of gently simmering water (do not let the base of the bowl touch the water). Stir the mixture until smooth.
3. Remove the bowl from the heat and gently stir in the cornflakes until all of the cereal is coated in the chocolate.
4. Divide the mixture between the paper cases and press 3 chocolate eggs into the centre of each nest. Chill in the fridge for 1 hour, or until completely set.

## Recipe Tips

Shredded wheat or puffed rice cereals can be used instead of the cornflakes.



**STAY AT HOME**

**PROTECT THE NHS**

**save lives**

## PLEASE REMEMBER:



### Only leave home for:

- Essential shopping
- Medical needs
- Exercise once per day
- Travel to work if absolutely necessary

## SAFEGUARDING & FAMILY FOOTINGS



- **Daisy** is responsible for lower school families and is available on;  
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- **Joan** is responsible for upper school families and is available on;  
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- If you have any higher level Safeguarding concerns or questions please contact **Anna** on [anna.stelfox@macintyreacademies.org](mailto:anna.stelfox@macintyreacademies.org) Work mobile 07377990797

We are available to help families with things like accessing family support, Early Help, Child In Need Meetings, Child Protection Meetings, taxi queries, support working with other professionals such as CAMHS, general safeguarding questions and much more.

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### How to contact members of staff:

Please contact Reception if you would like to speak with a member of staff. You will either be transferred