

Dear Families,

Spring has most definitely sprung, and with it has come a wonderful energy right across the school. Classrooms are buzzing and outdoor spaces are alive again-woohoo! Life in school is as busy as ever—but luckily, it's the kind of busy that feels purposeful, joyful and full of discovery.

I've been in and out of classes a great deal over the past couple of weeks, and it has been an absolute pleasure to see learning in action. There is something very special about those unscripted moments, pausing by a table, listening in, and hearing the depth of children's thinking. In one classroom, I found myself drawn into a lively debate about "If you could change three school rules, what would they be?" a mix of thoughtful, imaginative and, at times, quite hilarious responses! In another, pupils were confidently discussing Henry VIII, while elsewhere I overheard conversations about taxes, VAT and public services, hmmm truly high-level thinking in action. It never fails to amaze me what you hear as you travel around the school... and it certainly keeps things interesting. Oh, the fun we have here!

Thank you to everyone who joined us recently for our shared learning sessions. It was fantastic to see so many of you alongside your children in the classroom, experiencing first-hand the routines, challenges and successes of school life. These moments of connection are so valuable, and the children are always incredibly proud to share their learning with you.

We are also very grateful for the continued support you show in so many ways. Whether it's attending events, lending a hand, or simply encouraging your children each day, it all contributes to the strong sense of community we are so proud of.

Looking ahead, we are very much looking forward to welcoming you into school for our upcoming Parents' Evening. This is an important opportunity to sit down together, explore your child's work and talk about how they are getting on—celebrating successes and identifying next steps. If you would like to meet with Mrs Neal, our SENCo, she will also be available from 3:30, please do arrange an appointment if you feel it would be helpful.

Have a lovely weekend  
Sinead Connolly, Headteacher

#### Diary Dates

- 24/03/26 Poetry by Heart
- 25/03/26 Parent Consultations 1pm
- 27/03/26 End of term 1pm
- 13/04/26 Summer Term begins
- 21/04/26 Class Photographs
- 22/04/26 PTA Recycling Collection
- 29/04/26 The Lion King Trip
- 04/05/26 Bank Holiday

#### WATER

With the weather changing please can you make sure that your child has a water bottle in school that they can refill this throughout the day.

Also, don't forget to give your child a hat and apply sun cream if the weather is hot.



The children in Early years have had another busy week! In Literacy, we have been learning about sequencing through the story *We're Going on a Bear Hunt*. The children have enjoyed retelling the story and thinking carefully about the order of events. We are very excited to perform it for the school as part of the Poetry by Heart celebration next week!

In Maths, Ash Class have been exploring the properties of 3D shapes. The children have been talking about their features and investigating which shapes can roll and which cannot. Meanwhile, Saplings have been creating and identifying repeating patterns using natural materials, showing creativity and careful observation.

We were also delighted to welcome two special visitors to school when police officers Sally and Leon came to see us. The children loved learning about their job and how they helped around their county, from helping out at the scene of road traffic accidents to helping lost children find their grown ups again. Leon and Sally helped us to reflect upon the reasons that people might get into trouble too, and the children were very knowledgeable about the types of behaviours that might be disrespectful, or even dangerous. A true highlight was seeing the police vehicle and everything they kept inside in case of emergency. There were mixed reviews about the sirens however, with some children saying that they were far too loud! We learnt about the reason for all the equipment that Leon and Sally carried, and the reasons why they had a loud siren and flashing lights.



As part of our PSED learning, we have been focusing on looking after our environment. We were inspired to come up with some

creative inventions after watching *A Whale's Tale*, to help solve the problem of there being too much plastic in the sea! The children thought of many different ideas, from using a special sea hoover or large net to collect the plastic, to inventing a special filtration system that removes the plastic but leaves the sea creatures undisturbed!



The children have been making the most of the sunny weather, enjoying plenty of outdoor learning. They've been busy creating flower "cakes" in the mud kitchen, constructing with bricks, and exploring enthusiastically in the digging area.

During our *Understanding of the World* lessons, we went on an exciting "Spring hunt" around the school grounds. The children eagerly searched for and identified signs of the new season, capturing photos on the iPads of budding plants, bright daffodils, fresh green leaves, and blossoming trees.



We also visited the polycrub to observe how the plants and vegetables were growing, and the children were delighted to spot new shoots beginning to emerge.

Inspired by their discoveries, the children reflected on the signs of Spring they had observed and created beautiful artwork celebrating the season.





This week in Beech Class, our outdoor learning has been driven by our history focus and big question: *How has the monarchy changed over time?* Through our continuous provision, the children explored this idea in a range of engaging and practical ways, developing their historical understanding alongside key skills across the curriculum.

In our investigation area, the children compared the monarchy in the past with the present day. Using fact cards and discussion, they identified similarities and differences, thinking carefully about how roles, responsibilities and lifestyles have evolved over time. They recorded their ideas in comparison charts and began to understand that change happens gradually across history.



Our design area encouraged the children to become architects as they designed their own palaces. They applied their mathematical knowledge by measuring and calculating the perimeter of their structures using metre sticks and measuring tapes. The children were able to

explain their methods and justify how they worked out their measurements, showing a growing confidence in applying maths in a practical context.

In STEM, the children planned and created garden layouts fit for royalty. They used equipment such as cones, string and metre sticks to measure and calculate area, carefully checking that their calculations were accurate. This hands-on learning supported their understanding of space and measurement while encouraging problem-solving and teamwork.



The royal theme continued in our banquet provision, where the children explored scaling recipes to cater for 20 guests. Using measuring jugs and spoons, they adapted quantities and discussed how and why amounts needed to change, demonstrating their understanding of multiplication and proportional reasoning.

On the stage, the children took part in a debate about the monarchy. They used cue cards to organise their ideas and were encouraged to support their opinions with evidence from their learning. This helped to develop their speaking and listening skills, as well as their ability to form balanced arguments.

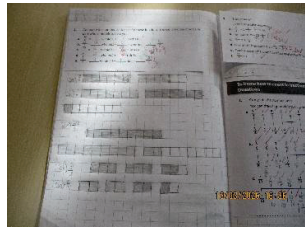
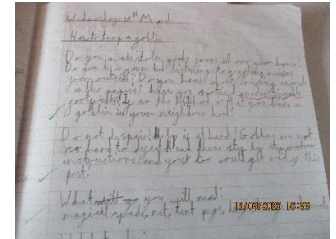


In our planting area, the children continued to take measurements over time, considering how reliable their data was and presenting their findings in graphs. This supported their understanding of data handling and scientific observation.

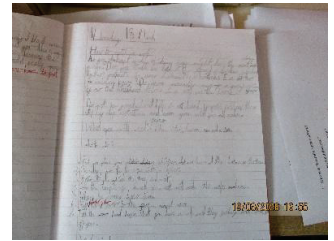
In English, the Year 2 children have been focusing on developing their comprehension skills, answering questions about texts and explaining their understanding. Meanwhile, the Year 1 children have been exploring explanation texts, identifying their key features and beginning to use these in their own writing.

In PSHE, our focus has been on children's rights, particularly the right to feel safe online. This links to the UN Convention on the Rights of the Child – Article 19 (Protection from harm and abuse) and Article 17 (Access to reliable information and protection from harmful content). The children learned how to stay safe online and what to do if they feel uncomfortable or unsafe. They created informative posters to share their knowledge and help others understand how to seek support.

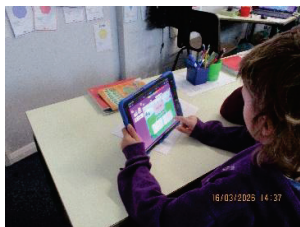
This week, Lime class have again had a fantastic time learning across a range of subjects and impressed us all with their energy and enthusiasm. In English, Year 3 pupils completed their plans and went on to write imaginative instruction texts all about how to trap a creature of their choice. We saw some wonderfully creative ideas, including traps for Voldemort, goblins and even dinosaurs! Meanwhile, Year 4 have been focusing on writing descriptive paragraphs, carefully editing, improving and redrafting their work to make it even more engaging and effective.



In maths, both year groups have been working hard on fractions. We have explored what fractions are, how to recognise them, and how to find fractions greater than one. The children have also begun learning different methods for adding and subtracting fractions, showing great determination as they tackled some tricky concepts.



Our geography lessons have taken us all the way to the Californian deserts. The children used their imaginations to picture what it would have been like as pioneers travelling through Death Valley in 1849, thinking about the sights, sounds and challenges they might have experienced on such a journey. In PSHE, we had thoughtful discussions about school rules—why we have them, whether they are fair, and if any changes should be made. The children agreed that our school rules help to keep everyone safe and support learning.



In computing we used software to create and test some branching databases using yes and no questions and thinking about different attributes for sorting.

To top it all off, we made the most of the glorious sunshine in PE by playing tag rugby matches out on the field. We have also been busy preparing for our upcoming Lime Class performance—

learning a poem by heart, which we are excited to perform for you early next term, as part of the programme when you will be invited in to watch the annual Lime Class play. We have also been beginning to learn songs and discuss costumes and roles for our rendition of 'The Terrible Tudors'. Watch this space!



This week, in Maple class, the children responded to comprehension, inference and vocabulary questions based on the poem Leisure by William Henry Davies. This was in preparation for their Poetry by Heart performance next week.



In English, the Year 5 children explored rich and ambitious vocabulary and used it to add descriptive detail to a retelling of the duel scene from Act III, Scene 1 in Romeo and Juliet. They then wrote their own narrative versions of the duel, using cohesive devices, descriptive language and key elements of narrative writing to bring the scene to life. Meanwhile, the Year 4 pupils focused on writing diary entries, adopting the role of a character involved in or witnessing the events. They used emotive language, first-person perspective and thoughtful reflections.



In Geography, the children learned about earthquakes and explored what causes them. As a creative outcome, the children researched facts and wrote heartfelt letters in role to their friends, describing their experiences and feelings during the earthquake in Athens in 1999 and explaining what had happened.

In PE, the children explored matching and mirroring as part of their sequence work. They worked collaboratively to create coordinated short sequenced movements and used ropes to develop balance and control.



In PSHE, the children discussed who helps us stay healthy and safe. The class explored a Decalogue (ten important ways) to support their wellbeing and safety, linking these ideas to Article 24 of the UN Rights of the Child, which highlights children's right to the best possible health and to learn how to stay safe and healthy.



In D&T, inspired by our history topic, the children made Egyptian flatbread. They worked in small groups, carefully following instructions, measuring ingredients and preparing the dough before cooking. The children showed great teamwork and loved tasting their finished flatbreads.

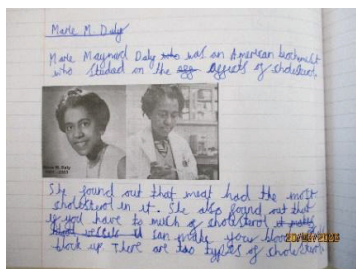


In Willow Class, there has been much curiosity, thoughtful discussion and enthusiasm this week.

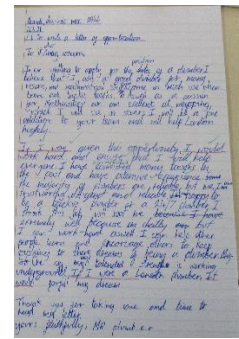
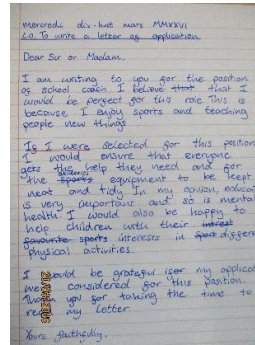
In Science, one of our favourite investigations explored blood flow in the human body. To help us understand how blood moves through our arteries, we set up a fun experiment using red coloured liquid to represent blood and different diameter straws to represent arteries. We carefully timed how long it took for the "blood" to travel through each straw. The results amazed us! Even a tiny change in the width of the straw made a huge difference to how quickly the liquid flowed. It was a brilliant way to see how the viscosity of blood and the width of arteries affect circulation. This experiment helped us understand why it's so important to look after our bodies and keep our arteries healthy by maintaining a healthy lifestyle. There were lots of "wow!" moments and plenty of budding scientists in action.



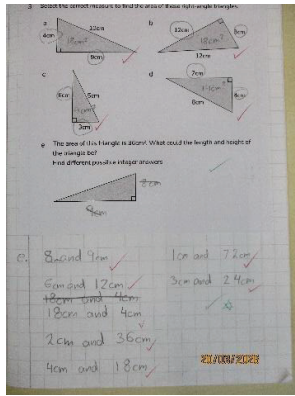
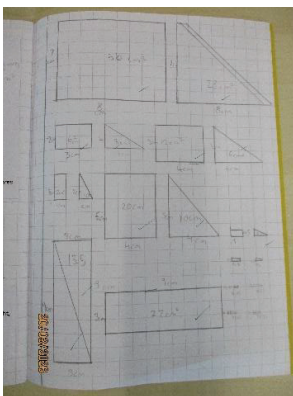
We then explored the work of Marie Maynard Daly and her groundbreaking research into cholesterol, helping us deepen our understanding of how our earlier investigation links to real-life science. We were fascinated to learn how cholesterol can build up in blood vessels, narrowing them and affecting blood flow—just like we observed with the different straw widths in our experiment. We also discussed a range of foods that contain high levels of cholesterol and considered how our dietary choices can impact our health over time. To round off the lesson, we made our own butter—much to everyone's excitement! While we recognised that butter is high in cholesterol, it sparked a great conversation about enjoying treats in moderation as part of a balanced, healthy lifestyle.



In English, we have been diving into the wonderfully formal (and slightly dramatic!) world of the subjunctive. If I were to say that we had become masters of phrases such as “If I were..., I would...”, I would not be exaggerating! Were you to wander into our classroom, you might hear future astronauts, prime ministers and world-famous inventors all making their case in beautifully formal letters of application. It be required that we use the passive voice too—and use it we did! Much fun was had imagining our futures; were ambition measured in words, we would be unstoppable!



Looking to the future, in PSHE we continued our learning about Rights and Responsibilities. This links with Article 17 – our right to access information. In this week’s lesson, we learnt about tax and VAT. We debated which jobs were ‘worth’ more (if any!) and thought deeply about the responsibilities and qualifications required for different careers. As you can imagine, this led to a lively debate and some shocked faces when we discussed tax. A few of us even decided we might quite like to remain children forever!



In Maths, we have been exploring the area of triangles through investigation and practical problem-solving. We began by revisiting our knowledge of rectangles, confidently calculating their area using length multiplied by width. Building on this, we carried out an investigation to discover how triangles relate to rectangles. By drawing and cutting rectangles into two equal triangles, we noticed a clear pattern—each triangle had exactly half the area of the rectangle it came from. This helped us understand and remember the formula for finding the area of a triangle: base multiplied by height, divided by 2. There were lots of great discussions, careful reasoning, and “lightbulb moments” as we uncovered this important mathematical relationship together.

In History, we created a timeline of events that led to the sinking of the Titanic and then debated who or what was to blame. After much thoughtful discussion, many of us felt that responsibility lay with the White Star Line Company, the shipbuilders for using substandard materials and cutting costs, and also the captain. Interestingly, we did not think the iceberg or weather conditions were to blame for the huge loss of life, which led to some very interesting conversations.

We are looking forward to sharing our learning with our parents at next week’s Parent Consultation meetings.

## Have Your Say: National Education White Paper Consultation

*Your experience matters. Help shape the future of schools and support for children.*

### What is this white paper?

-  A 10-year plan for education in England
-  Broad curriculum (arts, sport, life skills)
-  SEND & early support
-  Attendance, behaviour, wellbeing
-  School collaboration & accountability

 Consultation open until 18 May 2026  
Respond Here:  
[www.gov.uk/education-consultation](http://www.gov.uk/education-consultation)

Area	What It Means	Questions You Could Answer
 Broad School Experience	More activities, not just tests	Does your child enjoy a range of activities? What else should schools offer?
 SEND Support	Earlier help, support in mainstream schools	Has your child accessed SEND support easily? What barriers exist?
 Attendance, & Wellbeing	Happiness, safety & belonging	Does your child feel safe and supported? What helps or hinders attendance?
 Standards & Achievement	Raising attainment, closing gaps	Do school measures reflect your child's strengths? What does 'success' look like?
 School System & Collaboration	Schools working with families & services	Are schools working well with families? How can communication improve?

### Tips for Responding

-  Focus on **your child's** real experience
-  Short answers are **fine**—honest is best
-  You don't need to answer every question
-  Every response counts!

 **Parents and carers can influence policy. Your voice matters!**

The government has published a major education white paper, *Every Child Achieving and Thriving*, setting out long-term changes to schools and support for children, including those with additional needs. Alongside this, there is a national consultation where parents and carers are invited to share their views. This is open to everyone, and your experiences as a parent are incredibly important in shaping future policy. The consultation is open until 18 May 2026.

[https://assets.publishing.service.gov.uk/media/699c0d71a58a315dbe72c0fa/Parent\\_leaflet\\_-\\_What\\_to\\_expect\\_from\\_your\\_childs\\_journey\\_through\\_education.pdf](https://assets.publishing.service.gov.uk/media/699c0d71a58a315dbe72c0fa/Parent_leaflet_-_What_to_expect_from_your_childs_journey_through_education.pdf)

You can take part here:

<https://www.gov.uk/government/consultations/send-reform-putting-children-and-young-people-first>