

Spring 2 Newsletter



Headteacher's Welcome Message



Welcome back, everyone! We hope you all enjoyed a restful and refreshing February half term. As we return, it finally feels like **Spring is making its long-awaited arrival**, bringing brighter mornings, lighter evenings, and a renewed sense of energy across the school.

Although this half term is **only five weeks long**, it is absolutely **packed with exciting learning opportunities, special events, and memorable moments** for the children. Staff have been busy planning a rich and engaging curriculum to make every week count, and we can't wait to see pupils throw themselves into new topics, challenges, and adventures.

Thursday 5th March 2026

World Book Day is a wonderful annual celebration that encourages children to develop a love of reading. It's a fun, inspiring day that helps every child enjoy the joy of stories, imagination, and books.

Why World Book Day Matters

- World Book Day gives every child the chance to enjoy reading and explore new stories.
- Reading for pleasure is shown to be one of the biggest indicators of a child's future success.
- Each child receives a **£1 book token** that can be exchanged for a special World Book Day book or used for money off another book, [\[worldbookday.com\]](http://worldbookday.com)

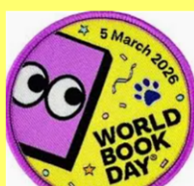
Book Tokens

- Tokens are valid at participating bookshops and supermarkets.
- Your child can choose from the official £1 book selection for 2026.
- The selection includes books for all ages and reading levels.

Dressing Up (Optional!)

Children are welcome to come to school **dressed as a favourite book character**.

Please don't feel pressured to buy a costume—simple, homemade ideas are perfect! World Book Day emphasises that the enjoyment of stories matters far more than elaborate outfits.




Gates open at 8:40am.

Children remain the responsibility of their parents until the bell rings at **8:45am**.

Once the bell rings, **children must line up with their class.**

Class teachers will then lead their pupils into school and the doors will be closed.

After this time, children will be brought in by the member of staff on playground duty.

 **For safeguarding reasons, parents are not permitted past the tree.**

Please encourage your child to be in line by 8:45 to avoid missing out on vital learning or early interventions.

The gate will be **locked at 8:55am.**

Any messages can be passed on to the member of staff on duty.

Parking Reminder:

We understand that traffic can be difficult in the mornings. Additional parking is available at the **Welfare** or the **Church Hall**.



Diary Dates

February

23rd Return to School

26th KS2 Film Night

27th Start of Valley Kids Lunch Club

March

3rd Class 5 Cadbury World Trip

5th World Book Day

Y2 & Y5 Fire Safety Talk

6th DNA Y5 paint and Glaze

C1 and 2 Sensory Easter Workshop

9th Vicar Jo Mother's Day Assembly

11th Class 3 School Trip to Murton Park

13th Science Day

18th Class 3 Violin Concert

19th KS1 ASC Easter Bingo and Crafts

23rd KS2 ASC Easter Bingo and Crafts

27th KS1 Disco

Last day of term

We are excited to begin a new project this term to **restore and revitalise our pond and orchard area**. Over the coming weeks, children will be helping to clear overgrown vegetation, tidy pathways, and prepare the space for new wildlife-friendly planting. This project will not only improve the school grounds but also give pupils valuable hands-on learning experiences in nature, ecology, and outdoor teamwork. We look forward to transforming the area into a vibrant space for exploration, learning and enjoying the outdoors.

If you are available on March 6th 1:30-3:15 we would be really grateful of your help, as it is quite a big job. If you have any shovels, wheelbarrows or rakes etc to use they would be really appreciated.,

This half term Class 1 and 2, will be learning about **significant people from history** and “significant” – someone who has achieved something important or made a lasting impact on the world. They will explore **how we find out about people who lived a long time ago**, using photographs, objects, diaries, books, and other historical sources. As part of this topic, the children will learn about several inspiring individuals: **Matthew Henson**, one of the first people to reach the North Pole; **Felicity Aston**, a modern-day explorer known for skiing solo across Antarctica; and **Nikolai** person to walk on the Moon. Through these stories, the children will discover how determination, bravery, and curiosity have helped people achieve extraordinary things throughout history.



This half term Year 3 children will be exploring the fascinating world of the **Romans** and discovering how this ancient civilisation helped shape life in Britain. They will learn **where the Romans came from** and **how they built such a powerful empire** through organisation, conquest, and advanced engineering. The children will investigate **why the Romans invaded Britain** and how they established new towns, straight roads, and important structures that changed the landscape of the country. As part of their learning, they will also explore the story of **Queen Boudicca** and understand **why she led a rebellion** against Roman rule. The topic will also include finding out **why Hadrian's Wall was important, who lived there**, and what daily life was like for soldiers and civilians along the frontier. Finally, the children will uncover **what life was like in a Roman villa**, learning about homes, food, leisure, and the influence of Roman culture on everyday living. This exciting unit will help the children understand how the Romans left a lasting legacy that can still be seen in Britain today.



This half term Class 4 children will be learning all about **Spain** through a fascinating geography unit that helps them compare another European country with the UK. They will begin by identifying **pictures and key facts about Spain**, before exploring the **similarities and differences** between life in Spain and life in the United Kingdom. The children will also develop their map-reading skills by learning to **locate Spain on a world map**, and by identifying and labelling its **regions, major cities, surrounding oceans and seas**. They will compare maps of Spain and the UK to understand how countries can differ in layout, climate and physical features. The children will also begin to explore Spain's political geography by learning what an **autonomous community** is and why places such as **Catalonia** have discussed independence. They will consider some of the **advantages and disadvantages** of Catalonia becoming independent, helping them develop early critical thinking and comparison skills.



This half term Class 5 children will be exploring the fascinating world of the **Maya Civilisation**, discovering who the Maya were and learning a range of interesting facts about their culture and achievements. They will find out **where the Maya lived**, focusing on the regions of Central America where this ancient civilisation developed. As part of their learning, the children will be introduced to some of the **Gods the Maya worshipped**, gaining an understanding of the important role religion played in Maya life. They will also investigate how the **Maya number system** worked, including the use of symbols to represent numbers, and explore the **Maya writing system**. Finally, the children will learn about the **types of food eaten by the Maya people**, discovering how farming, diet, and daily life were shaped by their environment

Regular attendance is essential for every child, and we work closely with families to support strong, consistent attendance throughout the year. National guidance makes clear that children should attend school every day unless they are genuinely unwell, and schools must follow strict procedures for recording absences and supporting families where attendance becomes a concern. Please note that **term-time holidays cannot be authorised**, and any unauthorised absences may contribute towards a Fixed Penalty Notice, as the threshold has now been reduced to **10 unauthorised sessions** within a 10-week period. We appreciate your continued support in ensuring your child attends school regularly and on time

If you do have any queries about the above or would like some support, please speak directly to Mrs Fisher, who is the attendance lead.



This term, the children will be taking part in the **NSPCC Speak Out Stay Safe** assembly, a nationwide safeguarding programme designed to help pupils understand how to stay safe from abuse and neglect in an age-appropriate and empowering way.




The assembly teaches children that **abuse is never their fault**, that they have the **right to be safe**, and that they can **speak out to a trusted adult or contact Childline** if they ever feel worried. With the help of Buddy, the NSPCC mascot, and engaging child-friendly videos, the programme helps children recognise different types of worries and understand where they can get support. We have reviewed all materials carefully and they are suitable for primary-aged children. If you would like more information, the NSPCC provides additional guidance for families on its website, along with resources you can

Keeping Our Children Safe

As parents and carers, we all want to make sure our children feel happy, safe, and supported. Sometimes, though, we might worry about a child – whether our own or someone else's – and it's not always easy to know what to do next.

If you have a safeguarding concern please speak to Mrs Kealy or Mrs Fisher who are the schools safeguarding leads.

Here are some additional places you can turn to for advice, a listening ear, or extra support:

- **Call Derbyshire / Starting Point** –  01629 533190 (available 24/7 if you're worried about a child's safety or wellbeing).
- **NSPCC Helpline** –  0808 800 5000 (confidential advice for adults concerned about a child).
- **Childline** –  0800 1111 (a safe space for children and young people to talk about anything that's worrying them).

And remember – if you ever think a child is in immediate danger, please call **999** straight away.

Together, we can make sure every child feels safe, cared for, and heard. 

Zones of Regulation

At school, we use the **Zones of Regulation** to help children understand their feelings and learn how to manage them. The Zones give children an easy way to recognise their emotions and choose helpful strategies to calm, focus or re-energise themselves.




































There are **four coloured Zones**, and all of them are *normal*—everyone moves between Zones throughout the day:

Blue Zone Your child may feel tired, sad, bored, sick or a bit “low.” They may need gentle encouragement or actions that help wake up their body or mind.

Green Zone Your child feels calm, happy, focused and ready to learn. This is the zone where children do their best learning, but it’s not possible to stay in the Green Zone all the time.

Yellow Zone Your child may feel excited, worried, silly, frustrated or “wiggly.” They are still in control but may need strategies to help them stay calm and focused.

Red Zone Your child feels overwhelmed—very angry, scared, out of control or extremely upset. In this zone, they need adult support, comfort and space to feel safe again.

Blue Zone	Green Zone	Orange Zone	Red Zone
  SAD HURT	  HAPPY FOCUSED	  SURPRISED CONFUSED	  ANGRY RAGING
  SICK TIRED	  CALM EXCITED	  WORRIED SILLY	  TERRIFIED ANNOYED
What can I do?	What can I do?	What can I do?	What can I do?
REST	GO	SLOW DOWN	STOP
Take a break  Ask for help  Talk to someone  Jump up and down 5 x  I can also.....? 	Think happy thoughts  Finish my work  Help others  Share ideas  I can also.....? 	Take deep breaths  Talk to someone  Go for a short walk  Count to ten  I can also.....? 	Take a time out  Run a lap  Squeeze a stress ball  Drink water  I can also.....? 