



## Headteacher's Welcome Message



Welcome back to our final half term of the academic year! It's hard to believe how quickly the year has gone—it truly has flown by.

We have an exciting and busy few weeks ahead, filled with a range of enjoyable activities for the children. These include **Sports Day** (weather permitting), **Tough Runner**, **Lea Green**, a **seaside trip**, and many more opportunities for fun and enrichment. We are looking forward to making the most of this special time together.

Thank you to everyone who took the time to share feedback following our recent **Ofsted report**. Your support is greatly appreciated. We will be sharing our planned next steps, particularly in relation to **spelling**, towards the end of this academic year.

Thank you to everyone who attended our **150Fest**—it was fantastic to see so many families come together to celebrate such a special occasion in our school's history. The atmosphere throughout the day was full of joy, laughter and community spirit, and it was wonderful to see children, parents and staff all enjoying the wide range of activities on offer.

A particular highlight of the event was presenting our oldest pupil, Grace, with her very own *Star of the Week* certificate. This was a lovely moment and a fitting way to recognise her role within our school community during this milestone year.

Events like this truly showcase the strength and togetherness of our school family. From the planning stages right through to the day itself, the support we received was incredible. A huge thank you goes to all the volunteers who generously gave up their time to help organise, set up and run the event. Your hard work and dedication ensured everything ran smoothly and made the day such a memorable success for everyone involved.

We are incredibly proud to be part of such a supportive and enthusiastic community—thank you once again for helping us celebrate our 150th year in such a special way.

## DIARY DATES

### June

1<sup>st</sup>: INSET Day

3<sup>rd</sup> Reception & Y6 height and weight check

4<sup>th</sup> Year 1 Transition Meeting

9<sup>th</sup> Sport's Day

11<sup>th</sup> KS1 Seaside Trip

17<sup>th</sup> DNA Y5 Enterprise Day

24<sup>th</sup> Reception Trip to Peak Wildlife

29<sup>th</sup> Tough Runner

### July

10<sup>th</sup> MAST assembly

15<sup>th</sup> Whole School Transition Meeting

16<sup>th</sup> Church Visit

21<sup>st</sup> Y5/6 Play (2pm)

22<sup>nd</sup> Y5/6 Play (6pm)

23<sup>rd</sup> Last Day of term



## Parental Code of Conduct

We would like to take this opportunity to remind all parents and carers of our **Parental Code of Conduct**. We are proud of the positive relationships within our school community and ask that all interactions with staff and other members of the community remain respectful at all times.

Please be aware that **verbal or written threats towards staff or others will not be tolerated**, and appropriate action will be taken where necessary.

We value open communication and encourage you to speak with us if you have any concerns. We are always happy to arrange a meeting to discuss any issues you may have. By working together, we can ensure the best outcomes for all of our children.

Thank you for your continued support and cooperation.



We are continuing to use the *Zones of Regulation* in school to support children in understanding and managing their emotions.

The Zones help children recognise how they are feeling by using four colours:

**Blue** – sad, tired, unwell

**Yellow** – worried, excited, frustrated

**Red** – angry, overwhelmed



All zones are normal, and we help children learn strategies to manage their feelings and return to the Green Zone when needed.

### How you can help at home

- Ask your child: "Which zone are you in?"
- Talk about your own feelings using the zones
- Encourage simple strategies such as deep breathing, movement, or taking a break

By using the same language at home and school, we can support children in developing strong emotional awareness and self-regulation skills.

# Keeping Children Safe Online

## Advice for Parents and Carers

As children spend more time online for learning and entertainment, it's important we work together to keep them safe. Here are some simple tips to support your child's online safety at home:

### Stay Involved

- Talk regularly about what your child does online
- Ask them to show you their favourite games and apps
- Create a safe space so they feel comfortable sharing any worries

### Set Clear Rules

- Keep devices in **family areas**, not bedrooms
- Agree **screen time limits**
- Check games and apps are **age-appropriate**

### Use Safety Controls

- Enable parental controls on devices, apps and broadband
- Restrict chat features where possible
- Turn off or protect in-app purchases

### Teach: STOP – CLOSE – TELL

Encourage your child to:

- **STOP** if something feels wrong
- **CLOSE** the app or device
- **TELL** a trusted adult straight away

Reassure them they will not get into trouble.

### Be Kind Online

- Encourage respectful behaviour
- Talk about cyberbullying and what to do if they see it

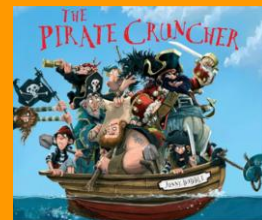
### Look Out For Changes



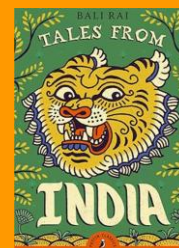
## SUMMER 2 BOOKS

In English, children use a "book hook" linked to their History or Geography theme. This helps them to build on their knowledge while developing their English skills.

Class 1 and 2



Class 3



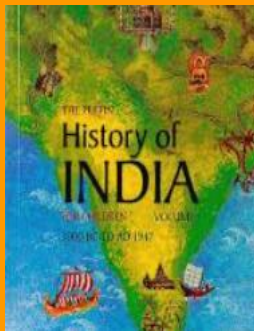
Class 4



Class 5



In Class 1 and 2, this term, children will be learning all about seaside holidays, both past and present. They will begin by exploring the key features of a seaside holiday today, including popular activities, attractions and what people enjoy doing by the coast. They will then look back in time to discover what seaside holidays were like in the past, with a particular focus on the Victorian era, learning about how people travelled, what they wore, and how they spent their time. The children will also explore why seaside holidays became popular, linking this to changes in transport and leisure time. Finally, they will compare seaside holidays then and now, identifying similarities and differences and reflecting on how holidays have changed over time.



Children in Class 3 will be learning about the growth of the British Empire. They will explore when, how and why Britain's 'first' empire was established in the Americas and Africa, before moving on to understand how British influence expanded into India, China and Southeast Asia. Pupils will learn about the role of trade in the growth of British control in India, including how the East India Company operated and how local people resisted its influence. They will also study how the British Raj was established and what life was like under British rule, considering both the positive and negative impacts. Finally, children will reflect on how Britain has influenced, and been influenced by, other countries within the Commonwealth.

This term, children in Class 4 will be learning about the Kingdom of Benin. They will explore how the kingdom developed and learn about the beliefs and traditions of the people who lived there. The children will discover why Benin's sculptures surprised European visitors and what these artefacts tell us about Benin culture. They will also find out about the story of Eweka and how he became the first Oba (king) of Benin. As part of their learning, pupils will examine a range of historical sources and consider what they can teach us about life in Benin. Finally, they will learn how and why the kingdom became powerful and successful, as well as the reasons for its decline.



Children will be learning about life in Ancient Egypt. They will explore the different ways in which people lived and worked, and begin to understand what was important to them, including their beliefs and daily life. Pupils will learn about the process of mummification and why it was such an important ritual in ancient Egyptian culture. They will also develop their historical skills by exploring how evidence from the past can sometimes lead to different interpretations and answers. Finally, children will compare and contrast the powers and roles of different Egyptian gods, helping them to understand the importance of religion in Ancient Egyptian society.

