



**Newsletter 27**  
**Friday 3rd May 2024**

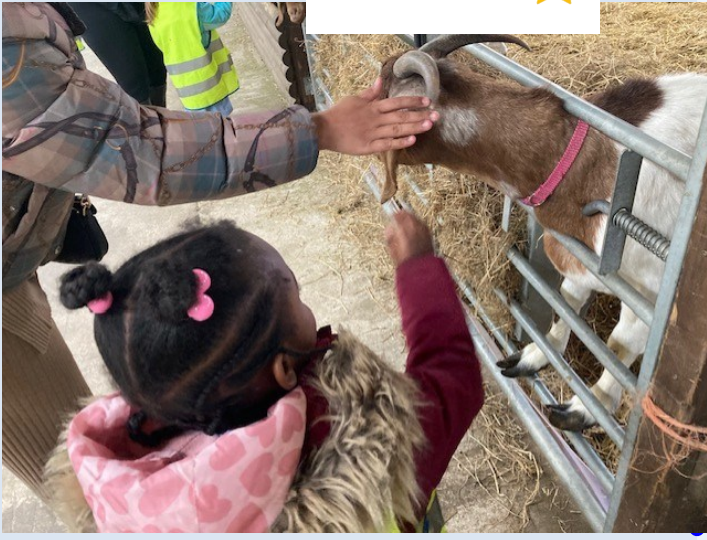
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# Nursery and Reception



As part of our 'Ready, Steady, Grow!' learning theme, Reception and Nursery enjoyed a visit to Atwell Farm Park on Thursday.



The children thoroughly enjoyed every part of their day. They were lucky enough to have the opportunity to get close to a range of animals and their babies., feeding them, petting them and asking lots of questions about their development and needs.



We also enjoyed exploring the fire engine and jumping on the bouncy pillows. It was a brilliant chance to see our learning in the classroom in action on a real farm.



UN Convention on the Rights of the Child

Article 29: Goals of education







# Looking at Learning

UN Convention on the Rights of the Child

Article 29: Goals of education





## Year 1 and 2



We started our afternoon at base camp and spent time listening to nature. We played some different listening games too.

Year 1 and 2 had a fabulous start to their forest school sessions last week. They were all really excited and enthusiastic about taking their learning outside of the classroom and Mrs Munday and Mrs Thorneywork had a delightful afternoon with them!



We could hear all of the different birds flying around in the trees above us. We even saw a grass tornado going across the field!

We then tried our hand at being palaeontologists, digging for dinosaur bones in our forest school area. We used natural materials to dig and then dusted the ground with paintbrushes to reveal our dinosaur skeletons. We made some very exciting discoveries!



We had to look very carefully and be very gentle with our digging. I liked dusting the mud off the skeleton to see which dinosaur I had found.



All of the children showed so much patience and acted with such care whilst trying to uncover their dinosaurs. They were really excited for one and other when they made their discoveries.



I loved being outside for our learning. I felt like a real palaeontologist looking for dinosaur bones in the wild.



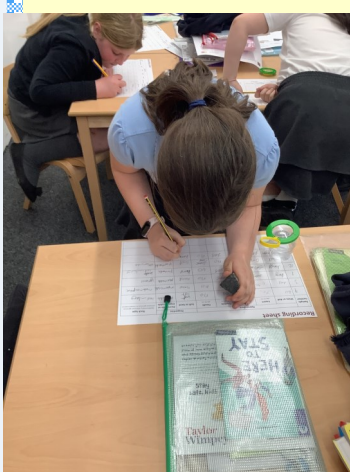
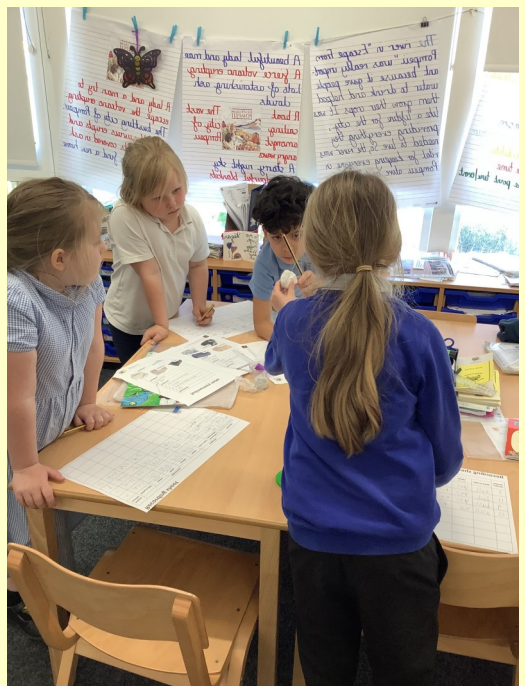
# Looking at Learning

This week, the children in Years 3 and 4 worked as geologists, testing samples of rock to determine whether they are sedimentary, igneous, or metamorphic. They accomplished this by conducting an identifying rock investigation.

The children were given a variety of rocks to examine. They used a hand lens to closely inspect each rock's appearance, recording whether it was shiny or dull, had layers, holes, crystals, or fossils.

They used a paper clip to scrape the surface of the rock; soft rocks would scratch easily, while hard rocks would not. They used water and a pipette to add a droplet of water onto the surface of the rock; permeable rocks would absorb the water, while impermeable ones would not. Finally, they determined and recorded whether the rock was sedimentary, igneous (extrusive or intrusive), or metamorphic. The children recording everything that they had observed about each rock.

The children discovered that sedimentary rocks are often soft, permeable, have layers, and may contain fossils. Igneous rocks are usually hard, shiny, and contain visible crystals. metamorphic rocks are typically very hard and often shiny.







# Hamlet







Looking at Learning

This week, Mrs Cox introduced the children in 5/6 to Shakespeare's famous play, 'Hamlet.'

As part of the RSC Playmakers festival the children will be participating in a group performance inspired by the play. The children enjoyed improvising a performance of the play's synopsis. This is known as a "Whoosh" and is often used as a way to familiarise ourselves with a story or to bring it to life for a group.

This helped us to learn about the different characters and gave us an outline of the story.

	<b>HAMLET</b> Hamlet is the son of Gertrude and Old Hamlet. His father has just died and his uncle has become king.
	<b>OPHELIA</b> Ophelia is Polonius' daughter and Laertes' sister. She has been in a relationship with Hamlet.
	<b>CLAUDIUS</b> Claudius is the newly crowned King of Denmark and husband to Gertrude. He is Hamlet's uncle.
	<b>GERTRUDE</b> Gertrude is Hamlet's mother and the queen. She married Claudius shortly after her husband died.

	<b>OLD HAMLET</b> Old Hamlet is the previous King of Denmark and Hamlet's father. He has recently died but visits Hamlet as a ghost during the play.
	<b>POLONIUS</b> Polonius is a counsellor to the new king and queen. He is Ophelia and Laertes' father.
	<b>LAERTES</b> Laertes is the only son of Polonius and brother of Ophelia. He leaves Denmark to study in Paris.
	<b>HORATIO</b> Horatio is an old and trusted friend of Hamlet's. They met as students in Wittenberg.
	<b>ROSENCRANTZ &amp; GUILDENSTERN</b> Rosencrantz and Guildenstern are childhood friends of Hamlet. Claudius employs them to spy on Hamlet.
	<b>FORTINBRAS</b> Fortinbras is the Prince of Norway. He wishes to avenge his father's death by invading Denmark.



Claudius and Gertrude criticise Hamlet for mourning for too long.



The rest is silence



The ghost of the King of Denmark visited the fortress

Laertes and Claudius plot to kill Hamlet during a duel. His sword will have a poisoned tip so even a scratch will be fatal. Close to death, Hamlet cuts Laertes with the sword and before losing all his strength he kills King Claudius.



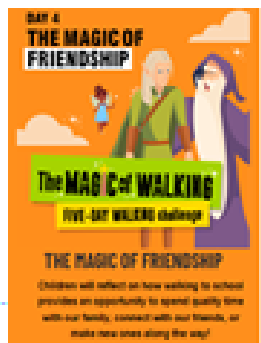
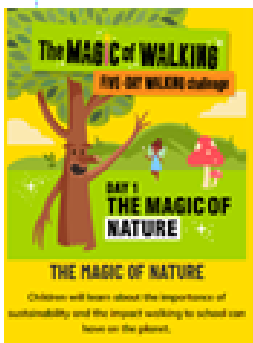
# Walk to School Week

## 20th-24th May 2024

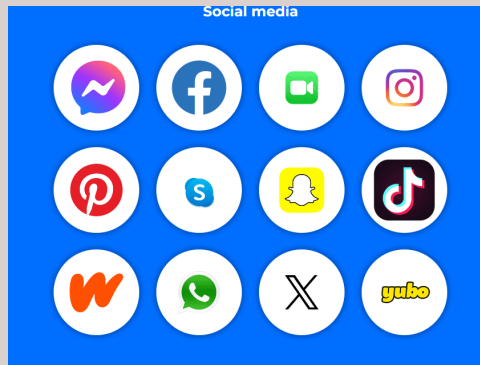
Walk to School!



The 20th-24th May is 'Walk to School Week'. This year the theme is 'The Magic of Walking.' We want to encourage you to travel actively to school every day of the week. We have ordered the stickers and booklets so pupils who have walked, ridden or scooted to school (rather than having come in the car) will get a sticker as they learn about the important reasons to walk and the difference it can make for individuals, communities and the planet!



• Online Safety and Social Media



Unfortunately, we are finding that an increasing number of children at school are requiring support with problems that have occurred due to their internet use out of school. This includes sending/ receiving inappropriate messages, accessing inappropriate videos and images and the normalisation of undesirable behaviours including swearing and offensive language.

Managing these situations is taking a significant amount of adult time in school each week and we are seeing increasing numbers of younger children (including nursery aged children) that appear to be given unsupervised and unrestricted access to the internet.

Please can I ask that all parents and carers speak with their child individually about their online behaviours and review each child’s access to particular sites and apps? Please see the age rating guide overleaf for more information. The following site: has some links to online guides on how to set parental controls for some sites:: <https://www.internetmatters.org/parental-controls/social-media/> and

the following link provides advice about setting controls on YouTube: <https://www.internetmatters.org/parental-controls/entertainment-search-engines/youtube-app/>

If any family would like additional advice or support regarding internet safety or device controls do get in touch and we will do our best to assist.



UN Convention on the Rights of the Child

Article 29: Goals of education

Article 18: Parental Responsibilities








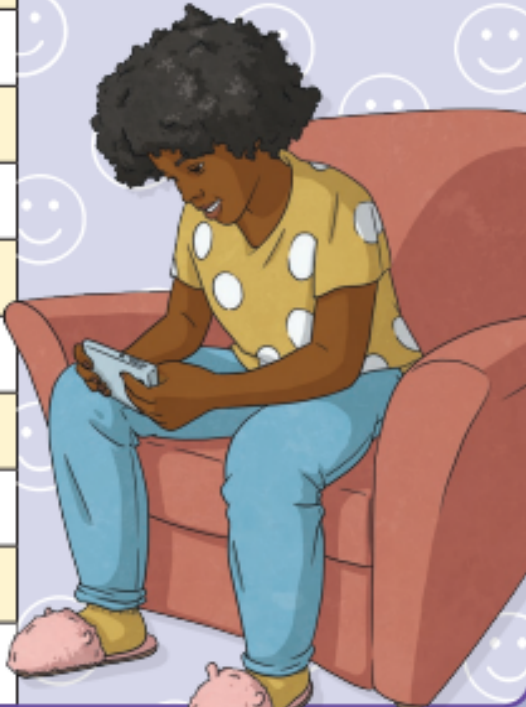











# Age Restrictions for Social Media Platforms

## Why are there age restrictions on social media platforms?

Many social media platforms have an age restriction of 13 years or over. This is because you have to be at least 13 years old to give consent for your personal data to be collected and processed.

What is the minimum age for UK account holders on these social media platforms?

13	16
 Facebook	Vimeo 
 Instagram	Telegram 
 Snapchat	Tumblr 
 TikTok	
 X (formerly Twitter)	
 Pinterest	
 Twitch	
 Reddit	
 Messenger	
 Discord	
 Skype	
 YouTube	
 WhatsApp	



The above age restrictions are based on the age required by the individual platform. This may differ from the age ratings suggested on app stores such as Google Play or App Store.

**Social Media Disclaimer:** This resource/information is not intended to encourage or discourage users from signing up to social media sites after using this resource/information.

UN Convention on the Rights of the Child

Article 29: Goals of education

Article 18: Parental Responsibilities



# Diary Dates<sup>9</sup>



<b>Summer Term</b>		*= New additions to the diary dates
<b>May</b>		
Week beginning Monday 13 <sup>th</sup> May	Year 6 SATs testing Mental Health Awareness Week	
Friday 17 <sup>th</sup> May*	Wear it green day for positive mental health.	
Monday 20 <sup>th</sup> May- Friday 24 <sup>th</sup> May	Walk to School Week	
Thursday 23 <sup>rd</sup> May	Class photographs	
Friday 24 <sup>th</sup> May	Educaterers FA cup final lunch	
Monday 20 <sup>th</sup> May	Sports day (morning)	
Monday 27 <sup>th</sup> May- Friday 31 <sup>st</sup> May. Half Term.		
<b>Monday 3<sup>rd</sup> June school closed for INSET</b>		
<b>Children return to school on Tuesday 4<sup>th</sup> June</b>		
<b>June</b>		
Thursday 20 <sup>th</sup> -Friday 21 <sup>st</sup> June	Y 5/6 residential at Gulliver's Land	
<b>July</b>		
Monday 8 <sup>th</sup> July	End of Year Reports will be sent to parents this week	
Thursday 4 <sup>th</sup> July	Y1-4 Cotswold Wildlife Park	
Friday 5 <sup>th</sup> July	Educaterers Wimbledon lunch	
Tuesday 9 <sup>th</sup> July	Y 5/6 National gallery online workshop session 1-2:30pm	
Thursday 18 <sup>th</sup> July*	Nursery (+parent) morning workshop at British Motor Museum	



UN Convention on the Rights of the Child

Article 29: Goals of education

Article 5, Parental Guidance, Article 18, Parental responsibility



# Emotional Wellbeing and Mental Health



## Mental Health in Schools Team Tips For Wellness



### Self-Care

Sometimes when we experience stress, worries and other mental health problems, we might stop looking after ourselves and this can make us feel worse.

Self-care is about taking time to **look after yourself**, and to make you feel grounded when life is getting too much. This involves putting yourself first, and knowing what helps you. Knowing this can have a positive impact on your mental health and wellbeing.

You might think that self-care is all about taking a bath or lighting a candle...and it might to some people, however, we need to understand that self-care looks different to everyone! What works for one individual may not work for another. It is all about how we listen to our bodies, our thoughts, and feelings and understanding what our needs are. Therefore, when you start to notice that you are feeling overwhelmed, you can do an activity that helps you to feel calmer.

#### Tips for self-care:

1. Create a **hope box/happy box** – a place to put your special memories in such as trinkets, photos of special days out, or gifts from family and friends. Anything that helps you in the moment for when you are stressed can go in there, e.g., stress toys!
2. Tune into your mental health - tell people what helps you; spot your early warning signs and keep a mood diary.
3. Feeling **connected with others** can increase your confidence and can give you a different perspective on things.
4. **Peer support** - speaking with those who have had similar experiences, can help you feel accepted and challenge stigma.
5. **Therapeutic activities** such as relaxation, mindfulness, and nature-based activities. Scan the QR code below for some mindfulness videos!
6. Looking after your **physical health** by getting enough sleep, keeping active and eating healthily.
7. Ask a trusted adult to help you look into **specialist support** if you need it.



Mindfulness videos!



Lesson plan ideas for managing stress!

#ThanksKids recognises the efforts and kindness of children and young people, and thanks them with personalised #NHSSStars certificates. If you know a child or young person that deserves recognition for going above and beyond, don't wait, nominate! [thankskids@covwarkpt.nhs.uk](mailto:thankskids@covwarkpt.nhs.uk).

MHST are available to support you and your school throughout the school year including term time and school holidays.

Please contact your school's Mental Health Lead for information and advice.



# Mental Health Awareness Week

Mental Health Awareness Week 2024 will take place from 13th to 19th May.

The theme is “Movement: Moving more for our mental health”.

During the week, we will be spending time each afternoon in our classrooms doing something fun and active to support our mental health and talking about the benefits of being active as well as discussing strategies and steps that we can take to support our own positive mental health.

On the Friday (19th May), the children are invited to wear something green in recognition of their learning during Mental Health Week and to show that they are supportive of others' mental health and wellbeing.

We will be inviting children to make a donation on this Friday. Our school Mental Health Ambassadors have chosen to donate the money raises to Coventry and Warwickshire Mind, a charity that offers emotional and empathic support to local young people.



Talking to people about mental health can hugely benefit both parties, but starting these conversations, especially if you have never done so before, isn't always easy.



For Wear it Green Day wear green to let people know you are open to conversation.





## Healthy Lunch Boxes

As parents may be aware, our school dinners are carefully planned and follow national guidance about foods that should be served in school..

Our menu ensures that children have the energy and nutrition they need to get the most from their whole school day.

Unfortunately, we have noticed an increasing number of children bringing unsuitable packed lunches to school. These include lunches containing multiple chocolate bars, no fibre or protein and foods with high levels of salt and sugar. We politely request that parents consider whether the lunches provided are suitable for a busy day learning.

### A healthy packed lunch should include:

- A good portion of starchy food, e.g. wholegrain roll, tortilla wrap, chapatti, pitta pocket, pasta or rice salad;
- A portion of lean meat, fish or alternative, e.g. chicken, ham, beef, tuna, egg, beans or hummus;
- Plenty of fruit and vegetables, e.g. an apple, satsuma, handful of cherry tomatoes or carrot sticks, small tub of fruit salad or small box of raisins;
- A portion of semi-skimmed milk or other dairy food, e.g. reduced fat cheese, yogurt or fromage frais;
- A drink e.g. fruit juice, semi-skimmed milk, yogurt drink or a bottle of water.

This checklist is adapted from the Department of Health's Food in Schools Toolkit.

Cakes and biscuits are allowed but encourage your child to eat these **only as part of a balanced meal.**



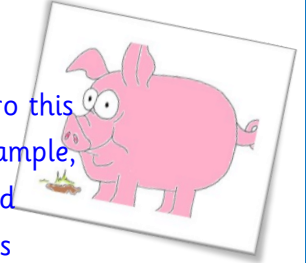


# Lighthorne Heath Learning Heroes

Lighthorne Heath Primary School Newsletter

## Nursery & Reception

Mrs Manley and Mrs Hartley have chosen Hudson as their learning hero this week. Hudson always shows qualities of our learning characters for example, 'have a go' and 'be curious'. This makes him an excellent role model and helps him make good progress with his learning. This week, Hudson has impressed us with his independent caption writing. Well done Hudson!



Have a go

Co-operate

## Years 1 & 2

Our Year 1&2 learning hero for this week is Lettie. She always comes to school with such a positive attitude and tries her best at everything. She was an absolute superstar in our Forest School sessions and really showed a great understanding of learning outside, learning from our mistakes and constantly trying to improve. To quote Lettie 'If you keep on trying you can make things even better than you could ever have imagined!'



Concentrate

Persevere

## Years 3 & 4

Miss Singh has selected Amelia as this week's hero for her curiosity and her drive to learn. Amelia has demonstrated a genuine interest in our topic by reading books related to it, conducting research at home, and sharing her knowledge with others. Additionally, during the watercolour workshop, Amelia created a stunning painting that displayed both focus and creativity. Excellent job!



Keep on improving

## Years 5 & 6

Mrs Cox's hero this week is Eldar. He produced a fantastic fact file about farming as his home learning this week. His work was neat and well-researched. Keep up the hard work Eldar, well done!



Enjoy learning

Use your

UN Convention on the Rights of the Child

Article 29: Goals of education

**Emirates FA CUP**

**NUTRI GANG**

**FA CUP FINAL MENU** Friday 24th May

**GF Football Crazy Breaded Fish Fillet (f)**  
or  
**(vg) Veggie Plantburger in a Bun (G)**

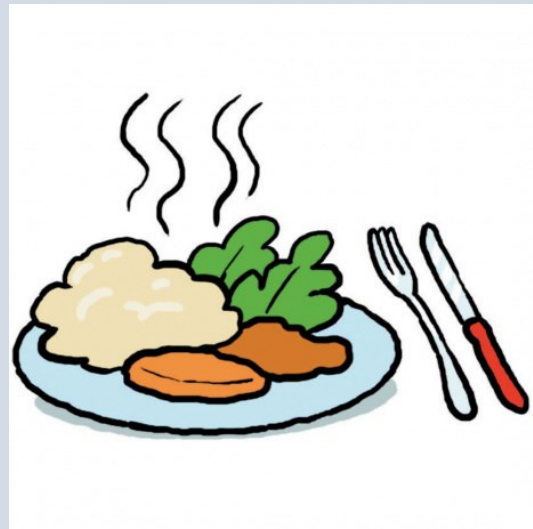
**Served with Chipped Potatoes, Peas, Baked Beans or Salad**

**(v) Football Mini Jam Donuts (G)**  
or  
**(v)(h) Iced Shortbread Goalie Biscuits (G)**

Allergen Key  
V - Vegetarian  
VG - Vegan  
G - Gluten  
D - Dairy  
F - Fish  
GF - Gluten free  
H - Homemade

**educaterers®**

**A FOOD STORY**



**THE CHAMPIONSHIPS WIMBLEDON**

**WIMBLEDON MENU** 5th July

**Gluten Free Breaded Fish Fillet (F)**  
or  
**(v.h) Vegetable Tartlets (G.E.D)**

**Both served with Chips, Peas Baked Beans or Salad**

**Strawberry Whip (D) with a Mini Shortbread Biscuit (G)**  
or  
**(v, h) Lemon Drizzle cake (G.E)**

Allergen Key  
V - Vegetarian  
H - Homemade  
VG - Vegan  
G - Gluten  
D - Dairy  
F - Fish  
E - Egg

The first Wimbledon Tournament took place in 1877. That was 147 years ago!

**educaterers** **A FOOD STORY**





# Year 6 SATs Tests

Children in Year 6 will take their Key Stage 2 tests during the week beginning Monday 13th May. The timetable is as follows:

Monday 13th May	Spelling, Punctuation and Grammar
Tuesday 14th May	Reading
Wednesday 15th May	Mathematics, papers 1 & 2 (arithmetic and reasoning).
Thursday 16th May	Mathematics, paper 3 (reasoning).

As a school, we are able to apply for some pupils to have a reader, scribe or extra time during the tests because of their additional needs.

The tests are statutory and papers are marked externally. The results are returned in July as standardised scores generated by comparing the raw scores of all children nationally who took the tests.

**A standardised score of 100** means that a child is working at the expected level for their age.

**A standardised score of below 100** means that a child has performed in the tests at a level below that which is expected for their age.

**A standardised score of roughly 115 or above** means that a child exceeded the expectation for their age.

Mrs Cox will also assess each child in Reading, Writing and Maths. This assessment is not assessed solely on test data but reflects a child's work over time. In this sense, this can be more accurate.

Please speak to Mrs Cox or Mrs Manley if you would like more information.

# Kids' Bikeathon

## Leamington

A sponsored cycle/scoot around Victoria Park for children up to Year 6.

Have fun and raise money for blood cancer research.

£8.50 to register (£5 for siblings).

Scan the QR code to register.



### Date

Sunday, 19th May 2024

### Time

10am - 12 (register from 9.40)

### Location

Victoria Park, Princes Drive,  
Leamington Spa, CV31 3PH

### Contact email:

[bloodwiseheartofengland@gmail.com](mailto:bloodwiseheartofengland@gmail.com)



On behalf of

**Blood  
cancer  
UK**



# PLAYERS WANTED FOR BRAND NEW TEAM

SEASON 24/25

OPEN TO CURRENT  
YR 6 OR 5 PUPILS

FREE SUMMER  
TRAINING

WEDNESDAY EVENING TRAINING	SATURDAY MORNING GAMES
----------------------------------	------------------------------

CONTACT US  
07466 169120



## Upper Lighthorne Community Photo Competition

Upper Lighthorne has partnered with Trustgreen to organise a photo competition for the community. The competition has three age categories and is open to both children and adults.

The winners of each category will receive a prize worth £30.

To participate, all you have to do is take a photo that showcases what community means to you. Along with the photo, write a brief description of what you value about your community.

The deadline for competition entries is the 1st of June and the winner will be contacted shortly after. Good Luck!

Send your image, description, name and age over to [photocomp@trustgreen.com](mailto:photocomp@trustgreen.com) or scan this QR Code to enter.



Trustgreen



Upper  
Lighthorne





The CPD Standards Office  
CPD PROVISION, 22400  
2447-9024

CPD training for anyone who works with children or teenagers.  
**National Standards CPD accredited sessions**  
All sessions booked & delivered online via [facefamilyadvice.co.uk](http://facefamilyadvice.co.uk)

Thursday  
2 May

19:00 - 21:00  
£24



### Anxiety Explained

Anxiety, especially in our young is rising. This session explains what it is, why it happens and how you can help.

Monday  
13 May

19:00 - 21:00  
£24



### Autism: Improving Communication

Small changes can lead to huge improvements with your ability to communicate with someone on the spectrum.

Monday  
20 May

19:00 - 21:00  
£24



### Understanding the Teenage Brain

Improve your understanding and communication with your teen. Why they think, feel and behave very differently from adults.

Tuesday  
21 May

19:00 - 21:00  
£24



### Raising Self-Esteem

How to support healthy self-esteem in your children and yourself. Easy to apply interventions shared.

[facefamilyadvice.co.uk](http://facefamilyadvice.co.uk)

Are you worried about how they are feeling?

**DECREASING DEPRESSION**  
**FREE TALK**



May 14th 7-8pm

Jane Keyworth, Lead Facilitator at FACE gives a one hour online talk explaining what we can do to reduce the symptoms of depression. Book online at [facefamilyadvice.co.uk](http://facefamilyadvice.co.uk) go to PARENT page