

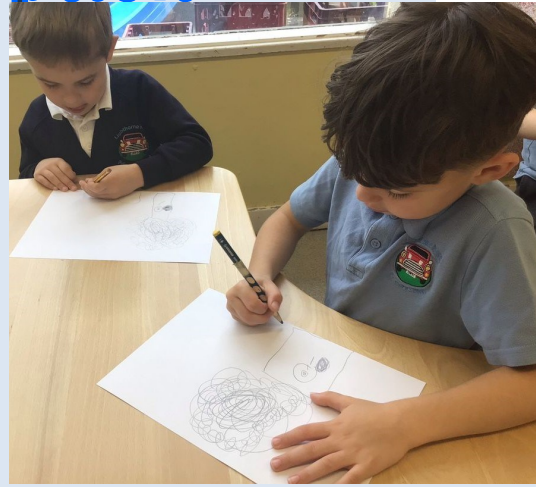
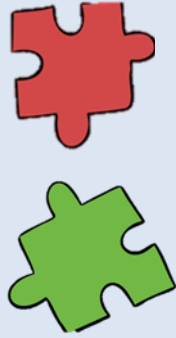


Newsletter 28  
Friday 10th May 2024

01926 640326  
admin2064@welearn365.com



# Nursery and Reception



## Religious Education - Special Places

As part of our Religious Education topic on 'Which places are special and why?', the children went on a hunt around school to find jigsaw pieces to reveal Mrs Hartley's special school location.

The children put the puzzle pieces together to discover it was our own EYFS classroom. The children then talked about their own favourite place in school giving reasons, before they drew their favourite special place.



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Article 29: Goals of education



## Years 1 and 2

Over the last few weeks in our PSHE Jigsaw lessons, the children in Years 1 and 2 have been working on the unit, 'Relationships'.

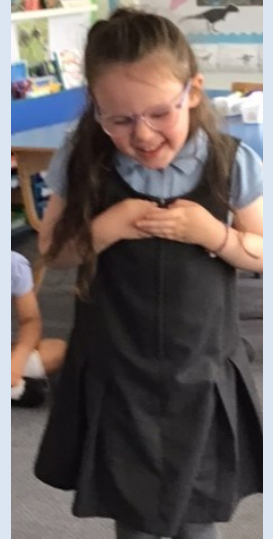
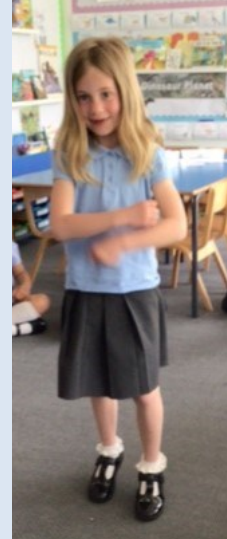
They have learned about how it feels to belong to a family and care about the people who are important to them, how to make new friends and to identify people they can trust and seek help from when needed.

In this week's session they focused on celebrating themselves and their own special qualities. We discussed many ways in which we can praise ourselves after being successful, such as giving ourselves a 'pat on the back', doing a 'celebration dance' or hugging ourselves.

The children all agreed that it made them feel proud and happy to celebrate their achievements' and recognise their special qualities.

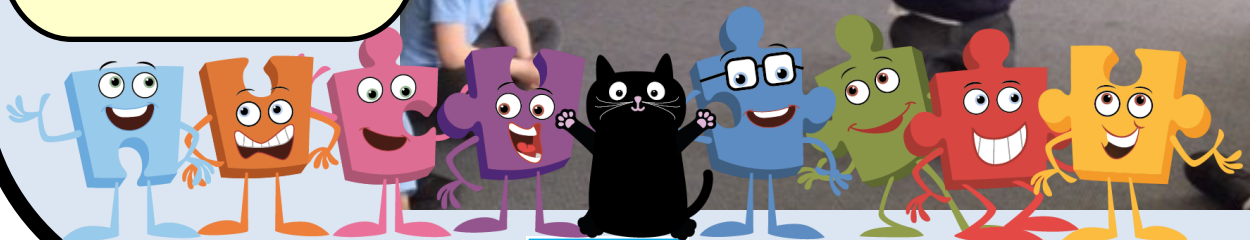
I am very good at drawing, especially geographical drawings like countries and oceans. I feel proud and happy with myself when I've done something good.

Pharrell



I am very good at lots of school subjects including maths and English. I know I am good at this because I concentrate and always do my best at school. I smile when I am proud.

Archie

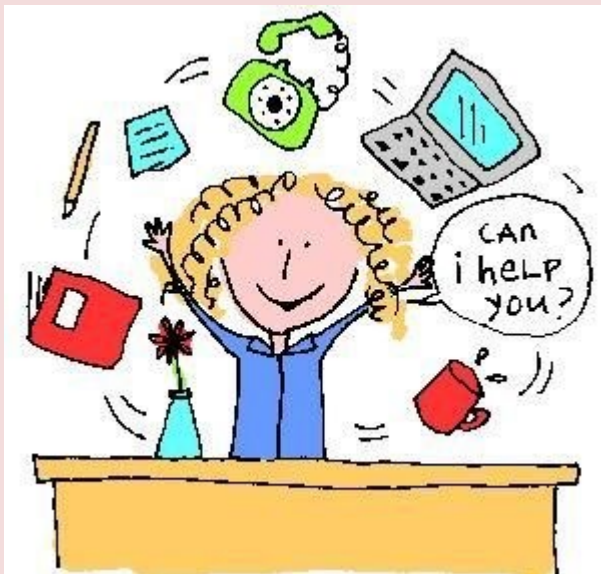


## Introducing Mrs Tencuse

We are delighted to announce that we have successfully appointed a new administration and finance assistant who will be working in our school office alongside Mrs Hendriksen.

Mrs Tencuse will be supporting with the day to day office management, finances and administration.

Mrs Tencuse will be starting on Monday and is very much looking forward to getting to know our children and families.



I am sure that all of our families will welcome Mrs Tencuse to our Lighthorne Heath Primary School family and understand that it might take a little while for her to get used to our ways!

Please feel free to introduce yourselves to her.

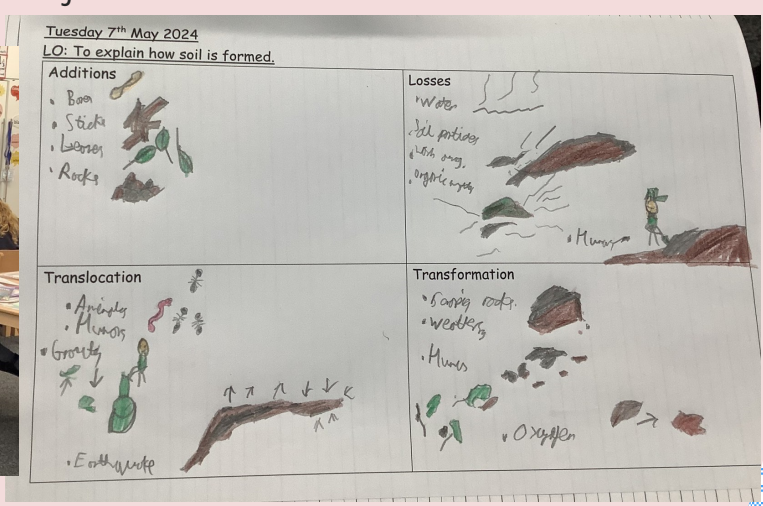
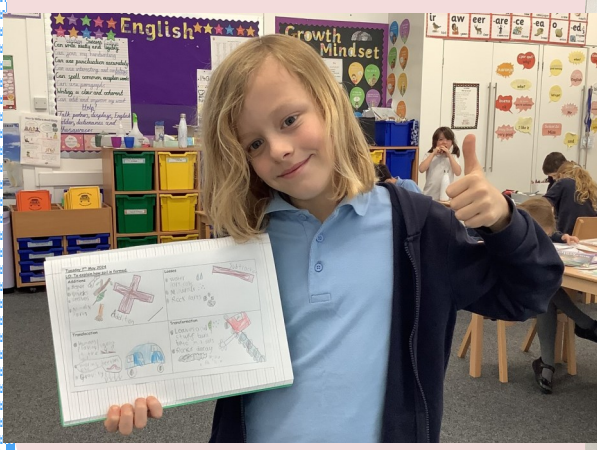


Our science learning objective in years 3 and 4 was to explain how soil is formed. During the lesson, the children closely inspected soil to observe its formation. They observed that soil is made of small rocks, dead leaves, twigs, and decaying plants. They noticed various interesting animals living in the soil, such as worms, ants, and slugs.

We then engaged in a great discussion about the four main processes involved in soil formation, which are additions, losses, translocations and transformations.

Additions include substances like water, minerals, organic matter, and decaying plants and animals. Losses occur due to factors such as evaporation and soil erosion during storms. Translocations involve movements within the soil, influenced by things such as gravity and water evaporation. Transformations take place when substances change into different forms, such as the decay of animals.

The children were tasked with creating a table to demonstrate their understanding of the four main processes involved in soil formation.



# Looking at Learning

# Why do some people believe God exists?

This week the children in 5/6 have been thinking about the question 'Why do some people believe God exists?'

As an introduction to this question, we thought about our own ideas of God/s and what we believe they might look like. We found that this varied depending on our religious beliefs. We discussed the difference between theist, atheist and agnostic people and were able to think of examples of each.

We looked at examples of art in different religions to get an idea of how different people see God. We then made our own interpretations of God using collage.

## Glossary

Theist - A person who believes in the existence of a god or gods.

Atheist- a person who disbelieves or lacks belief in the existence of God or gods.

Agnostic- a person who believes that nothing is known or can be known of the existence or nature of God.

I chose to create the Big Bang as I believe that is how Earth was created

As a Hindu, I believe there are lots of different Gods. I chose to create two of them

My idea of God is more like the typical Christian idea of a kind man with a long beard



Looking at Learning



I love the Greek and Egyptian Gods and Goddesses, so my collage was of a Sun God .

My idea of God is the Christian version. I added a bright light behind him to show that he is special

It was interesting to hear about our different beliefs and ideas of what a God would look like. We were able to discuss our own beliefs and ask our classmates questions when they had a different belief of faith than ourselves.

Some of us consider ourselves atheists, and so we do not believe in any Gods. We therefore chose to create what the beginning of the Universe might have looked like instead, or we chose a God that we had studied in our topic lessons to recreate.



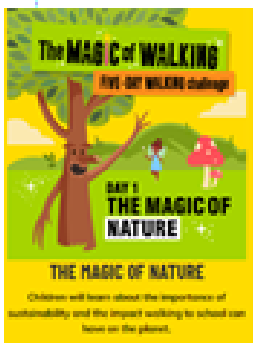
# Walk to School Week

## 20th-24th May 2024

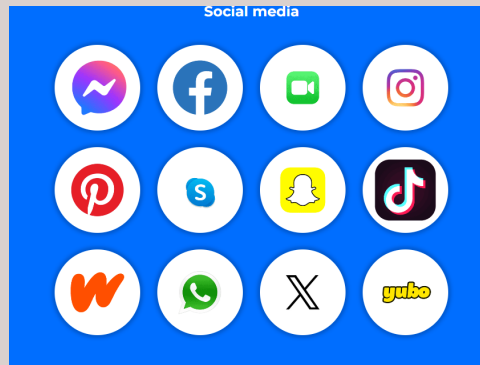
Walk to School!



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



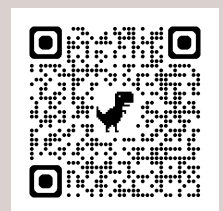
Unfortunately, we are finding that an increasing number of children at school are requiring support with problems that have occurred due to their internet use out of school. This includes sending/ receiving inappropriate messages, accessing inappropriate videos and images and the normalisation of undesirable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



Online Safety




















# 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 the use of social media. Please do not sign 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>10</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



Mental Health Awareness  
Week:  
13<sup>th</sup>-19<sup>th</sup> May

### Positivity

Positive thinking, or an optimistic attitude, is the practice of focusing on the good in any given situation. It can have a big impact on your physical and mental health. That doesn't mean you ignore reality or make light of problems. It simply means you approach the good and the bad in life with the expectation that things will go well.

When we are having a difficult time with our mental health and wellbeing, it can seem quite tricky to keep positive, so we've got some helpful tips and tricks to help you practise positivity...

#### Our Tips for Positivity:

1. **Focus on your strengths.** Each day for a week, think about one of your personal strengths, like kindness, organisation, patience, or creativity. Write down how you plan to use that strength in new ways that day. Then, act on it!
2. **Take time to look for the positives in your life.** Try writing, or drawing, 1 or 2 things that have been good experiences. These may be things you are thankful for, or things that make you feel happy. They could be things that give you positive thoughts, make you feel good in your body, or something you love about the world around you.
3. **Keep a gratitude journal.** Regularly write down the things you're thankful for in your life, you could do this once a day or at the end of the week. Consider completing this with a family member or friend, to help you to share positivity with others, and take inspiration from them.
4. **Share positives with your friends and family.** Talk to people and share things you enjoy, things that make you feel good, and get them to share with you. Encouraging others to think and act positively can help our own mindset too!
5. **Challenge unhelpful thinking.** When we're struggling to be positive, it is helpful to challenge our unhelpful thinking styles to enable us to work through them and develop a positive mindset.

In order to develop a positive mindset, it is also important to look after our physical health, so try to make sure that you're exercising, eating healthily and in a good bedtime routine, as healthy bodies can help lead to healthy minds!

#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 raised 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 Hartley and Mrs Manley have chosen Adelaide as their learning hero this week as she has really impressed us with her willingness to 'have a go' like our learning character, the pig. When drawing a picture of a place that is special to us, Adelaide decided to add a label to her drawing and used her phonics to write this independently. Well done Adelaide!



Have a go

## Years 1 & 2

Our hero this week is Daisy for sharing super ideas and vocabulary in our guided reading session this week, making inferences about the story characters personalities based on their language choices and the way they spoke in the text. Well done Daisy, you listened really well to the story and thought carefully about the clues the author had left us!



Concentrate

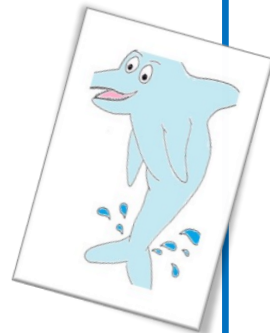
## Years 3 & 4

Miss Singh has chosen Mateusz as this week's hero for his concentration and his ability to follow instructions. He has worked meticulously to write a play script titled "The Boy That Wants to Dance." Mateusz has demonstrated his understanding of the features of a playscript, such as composing a cast list, placing the speaker's name on the left followed by a colon, and putting play directions in brackets. Marvellous work, Mateusz!



## Years 5 & 6

Mrs Cox has chosen Zara as Y5&6 Hero this week. She was an asset to the class during our RE lesson this week, sharing details of her faith and answering questions that her classmates had. She created a beautiful collage of what she believes God (Allah) looks like which was both thoughtful and creative. Keep up the good work, Zara.



Enjoy learning

Co-operate

Persevere

Keep on improving

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)**

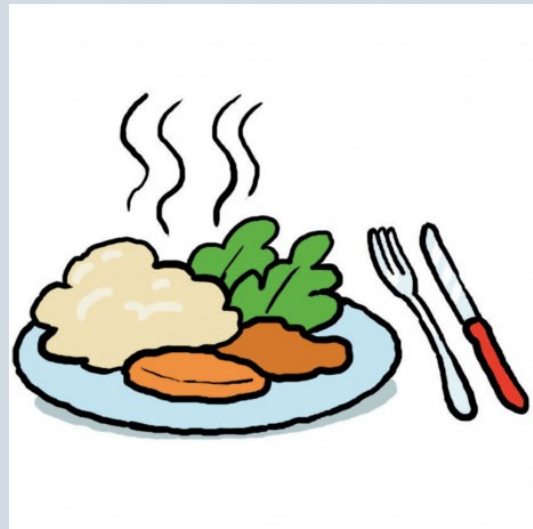
**Served with Chipped Potatoes, Peas, Baked Beans or Salad**

**(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 PROGRAMME 2018  
2024-2025

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