



Newsletter 25  
Friday 19th April 2024

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# Nursery and Reception



Reception and Nursery have enjoyed singing 'Dingle Dangle Scarecrow' this week and exploring the story of 'Jack and the Beanstalk' linked to our learning theme of 'Ready, Steady, Grow!'

Linked to this, all of the children have planted their own bean seed which we are looking forward to observing over the next few weeks. We've talked about the things that a plant needs to grow and have set up an experiment to test what happens if sunlight or water are missing.



UN Convention on the Rights of the Child

Article 29: Goals of education



## Job Opportunities



As our school grows and our pupil numbers increase, we will be advertising for additional staff so that we can meet the needs of all of our pupils.

### **Midday Supervisor Vacancy**

We are looking for a reliable, committed and hardworking Midday Supervisor to join our existing team.

The hours of work are Monday to Friday 12 noon to 1.00 pm term time only.

The post will be advertised on WM Jobs next week and you should apply as per the advert details.

Please speak to us at school or copy this link in to your browser for further information.

<https://www.wmjobs.co.uk/>

We have a vacancy for a  
**Midday Supervisor**

Mrs Manley or Mrs Westwood would be happy to provide more information about these roles and would be happy to answer any questions that you may have.





In Science over the last two weeks, the children in Years 1 and 2 have been learning about animal diets.

They learned about; plant eaters (Herbivores), those that eat meat (Carnivores) and those animals that eat both plants and meat (Omnivores.) This week they took part in an investigation called 'Whose Poo?' with the aim to find out which animal had made which poo. The children worked in pairs, using tools to dissect three 'Fake poo samples' looking for clues in each to work out the type of diet the animal had. Inside the herbivore sample they discovered 'grass and seeds', in the carnivore sample 'feathers and fur' and a mixture of all of these in the omnivore sample. They then recorded their findings in a chart and were able to explain how they had reached their conclusions. Great teamwork everyone!

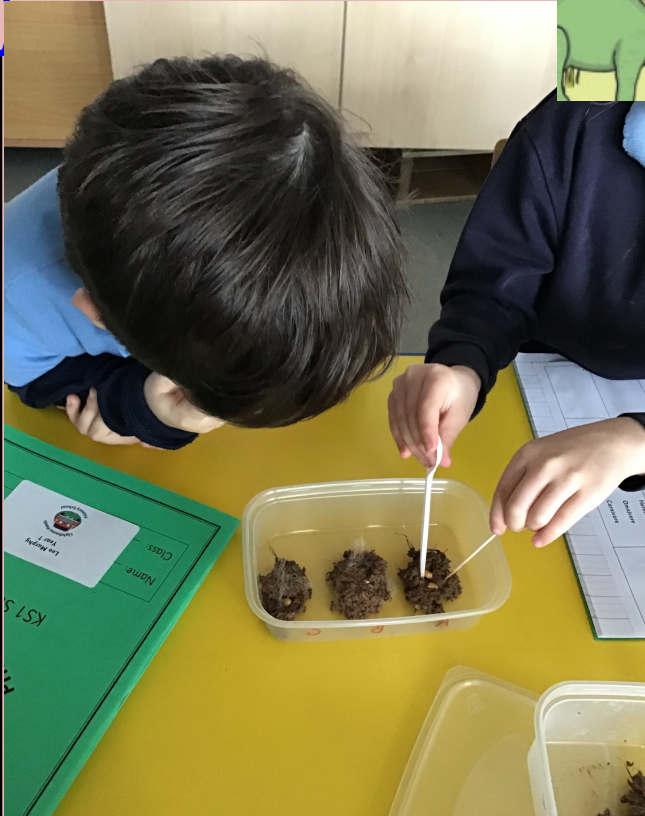


**Note for parents/ carers:**

The fake samples were made from a mixture of porridge oats and brown paint before, seeds, grass and fake fur/feathers were added. A whole class discussion took place before our lesson about the importance of never touching real animal droppings as these can be extremely hazardous to health.



# Looking at Learning



L.O: To identify the difference in diet between herbivores, carnivores and omnivores. Tuesday 16th April 2024

Sample	What was in the poo? Circle	What type of diet do you think the animal had? Circle	Which animal does it belong to?
	<input checked="" type="checkbox"/> Herbivore <input type="checkbox"/> Omnivore <input type="checkbox"/> Carnivore	Rabbit	
	<input type="checkbox"/> Herbivore <input checked="" type="checkbox"/> Omnivore <input type="checkbox"/> Carnivore	Pig	
	<input type="checkbox"/> Herbivore <input type="checkbox"/> Omnivore <input checked="" type="checkbox"/> Carnivore	Tiger	





# Easter Reading

## Easter Reading Challenge

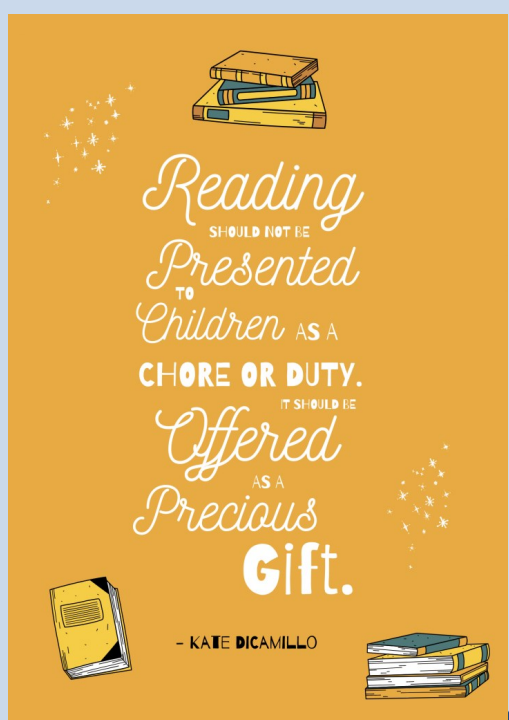
A big congratulations to all of the children who successfully completed the Easter Reading Challenge. Well done! Watch out for a new challenge over May half term.



## Why is reading important?

The importance of reading for children cannot be underestimated. Reading for pleasure can benefit a child's education, social and cognitive development, their wellbeing, and their mental health.

Evidence suggests that children who read for enjoyment every day not only perform better in tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.





## 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.**





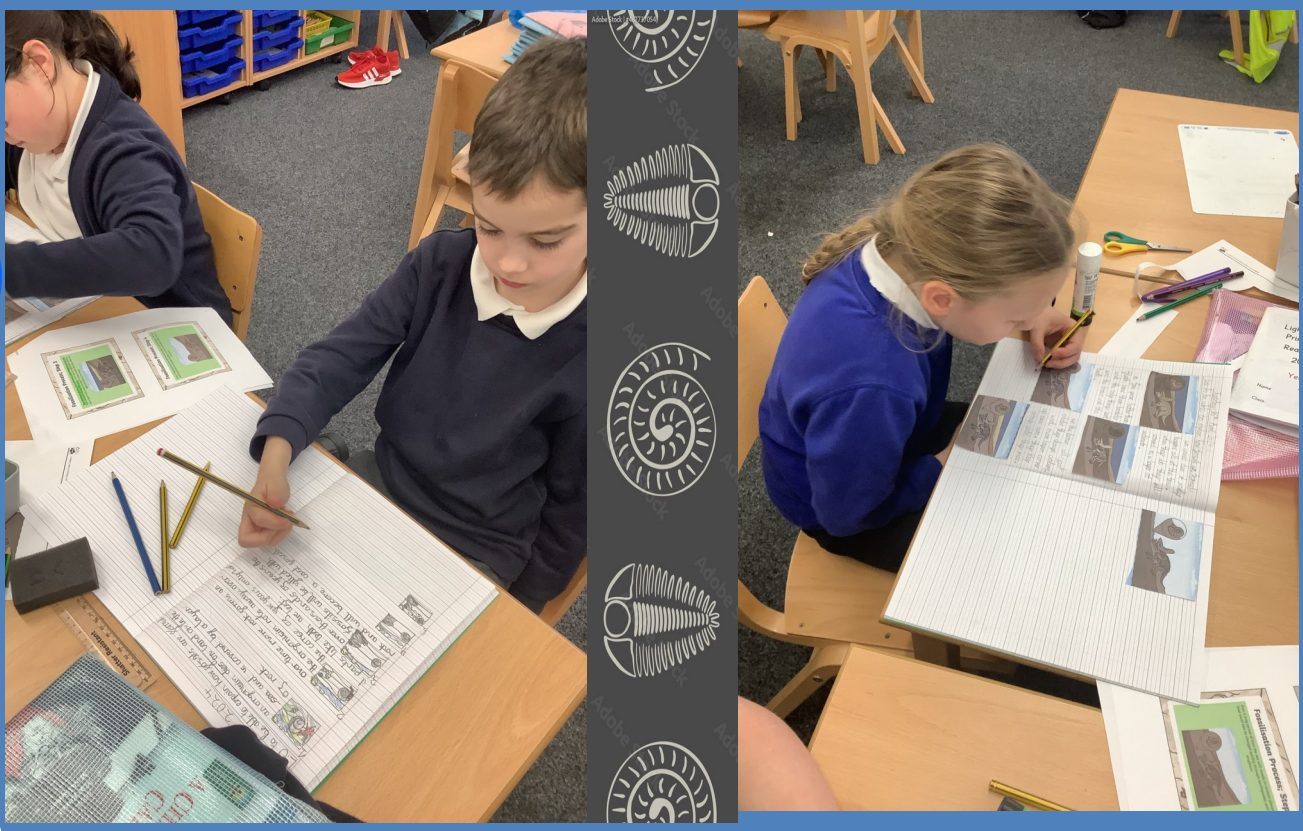
# Looking at Learning

This week in our science lesson, Year 3 and 4 learned about how fossils are formed.

They explored various learning materials, including videos, texts, and diagrams, to grasp the process of fossilisation.

The children found out that after an animal dies, the soft parts of its body decompose, leaving the hard parts, like the skeleton, behind. These are buried by small particles of rock called sediment. As more layers of sediment build up on top, the sediment around the skeleton begins to compact and turn into rock. The bones then start to be dissolved by water seeping through the rock. Minerals in the water replace the bone, leaving a rock replica of the original bone called a fossil.

After learning about the process, the children completed a hands-on activity, organising the steps of how fossils are made in the correct sequence. They then applied their knowledge by independently writing explanations of the process of fossilisation.





# Baking Bread

The children in Years 5 and 6 had their third and final visit from chef Idris Caldora. During this session they learned how to bake bread and made dough to take home and bake.

Chef Idris started by talking to us about wheat and how it is processed in order to make flour.

He explained that it was important to use a strong flour or bread flour as they contain more gluten, which plays an important part in holding the bread structure together.



1

We started by weighing out the ingredients using a very sensitive electric scale



2



We put the flour in the bowl and made a well in the middle. On one side of the well we put the yeast and the salt went on the other. It was important that the salt and yeast did not touch.

Ingredients:

250g Strong Flour, 1/2 tsp salt, 1/4 tsp dry yeast, 145g water and 20ml Olive oil.

Yeast is a micro-organism from the fungus family. It creates carbon dioxide which helps make the bread rise.





3



We added the water and olive oil before first mixing with a knife and then with our hands. We used our finger tips to roll the dough over and our knuckles to push it down.



We stretched out our dough using our hands to see if it had been kneaded enough. We were looking for the dough not to rip and look almost like a window. We could partially see through it.

We continued kneading if we could not see through it.

4

5

After lots of kneading the dough was finally ready to prove. During this time the dough doubled in size.

Either cook in an oven at 220 degrees for 12-15 minutes or it can be frozen and used another day.

Make sure you defrost it first.



When the children got home, some of them baked their bread in baguette form, while others made rolls and some even added toppings and made delicious pizzas.





# 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.



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## Shakespeare's Birthday Menu

Tuesday 23rd April

**Hamlet Burger (G.C.SB)**  
served with Crispy Diced Potatoes

(v)(v) **Macbeth 'n' Cheese** served with Wholegrain Baguette (v.v)

Julius Caesar **Salad**, Mixed Vegetables or Baked Beans

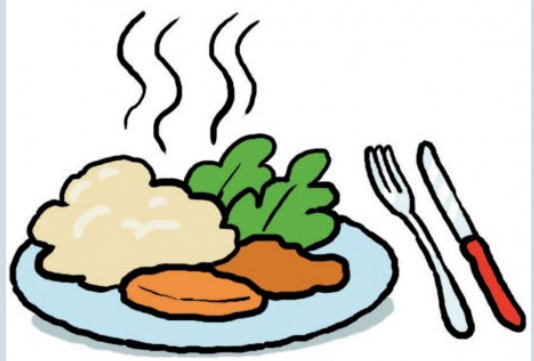
(v) **Much Ado about Muffin (G.E.D)**  
or  
Merry Wives of Windsor **Strawberry Posset (mousse) (v)**  
(v)(v) & **Mini Oaty Biscuit (v)**

Stratford-Upon-Avon

**Allergen Key**  
V - Vegetarian  
VG - Vegan  
G - Gluten  
D - Dairy  
F - Fish  
H - Homemade  
E - Egg  
C - Celery  
SB - Soya

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A FOOD STORY



Emirates FA CUP

## 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

unicef UNITED KINGDOM RIGHTS RESPECTING SCHOOLS

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  
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F - Fish  
E - Egg

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

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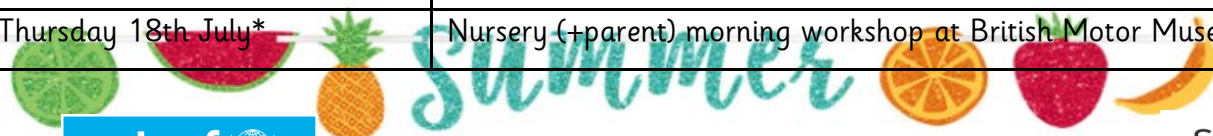
UN Convention on the Rights of the Child

Article 29: Goals of education

# Diary Dates



<b>Summer Term</b>		* = New additions to the diary dates
<b>April</b>		
Tuesday 23 <sup>rd</sup> April	Shakespeare's Birthday lunch	
Tuesday 23 <sup>rd</sup> April*	Duckling eggs arrive in school (EYFS)	
Thursday 25 <sup>th</sup> April	Y5&6 Watercolour workshops	
<b>May</b>		
Thursday 2 <sup>nd</sup> May	EYFS trip to Atwell Farm Park	
Monday 6 <sup>th</sup> May	School closed for bank holiday	
Week beginning Monday 13 <sup>th</sup> May	Year 6 SATs testing	
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



### Sleep & Rest

Getting enough sleep and making time to rest is so important for our bodies and brains. Sleep helps our bodies in being able to repair and regenerate, gives us energy and supports motivation. It helps our brains with cognitive function, learning and problem solving. It also improves memory and concentration and is vital for our mental wellbeing in regulating our emotions and mood.

It is also important to find time to rest, to take some time out of our busy day to stop, take a break and do something that promotes our wellbeing!

#### Our tips for sleep and rest:

We all have a morning routine that helps us get ready for the day! Let's think about a night-time routine to help us wind-down and get ready for a good night's sleep.

**Routine** - Aim to go to sleep and wake up at the same time each day and try to follow your night-time routine in the same order each evening too. Having a good routine helps to regulate our body clock and supports the production of the sleep hormone melatonin, which helps us to feel sleepy

**Environment** - Dim the lights an hour before bed. Keep the room dark, if possible, try using an eye mask or black out blinds. A cool bedroom and slight drop in body temperature can help us to go to sleep. Think about reducing distractions, the blue light emitted by our TV's, consoles, phones and iPads can trick our brains into thinking it is daytime, turn on night mode and turn off tech at least an hour before bed.

**Calming** - Create a cosy, calm bedroom, snuggle up with a soft blanket or favourite cuddly toy. Avoid caffeine and fizzy drinks, maybe have a warm milky drink or herbal tea. Listen to calming music, read a book or try some mindfulness colouring to help wind-down.

**Relax** - Take a warm bubble bath or shower before bed, this can help our bodies to relax. Meditation, gentle yoga, breathing exercises and progressive muscle relaxation are great ways to relax too. Try the relaxing body scan video below.

**Rest** - Mindfulness breaks help us to rest and recharge within busy schedules. Having a movement break can help if you have been sitting for a long time. Look away from screens for a few moments. Maybe have break/lunch outside or take a walk in nature. Take time to focus on your breathing or try meditation. Taking regular short breaks can support concentration, boost our creativity and reduce stress!



More sleep tips and  
information!



Body scan video

#ThanksKids recognises the efforts and kindness of children and young people, and thanks them with personalised #NHSStars 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.

# Lighthorne Heath Learning Heroes

## Nursery & Reception

Evee is our Reception and Nursery learning hero this week because she has become much more confident in using her phonic knowledge to help her writing. She has been producing more writing in our phonic lessons and has begun to write independently in Drawing Club. This week she chose to add her character's name. Well done Evee!



Co-operate

## Years 1 & 2

Mrs Hill and Mrs Munday have chosen Archie as their Learning Hero this week. Archie has made fantastic progress with his reading, moving up three book band levels since January, what a fantastic achievement! Well done Archie, it's so lovely listening to you read and seeing you enjoying so many books!

Have a go



Persevere

## Years 3 & 4

Miss Singh has chosen Mimi as this week's hero for her outstanding pieces of home learning, showcasing her curiosity and creativity. She created a model of the layers of the Earth using materials such as charcoal, paper, foil, and card. She carefully labelled each layer and wrote a short description about each layer's features, such as the outer core being made of liquid metal. Superb work!

Concentrate



Keep on improving

## Years 5 & 6

Mrs Cox's hero this week is Teodora. She was a fantastic baker on Wednesday and was able to quickly and efficiently weigh her ingredients and was fantastic at kneading her ingredients together to make a lovely springy dough. Keep up the good work Teodora.



Use your imagination

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Enjoy learning





**Summer fair:** We are currently working with our Community Champion, Emma, to explore whether we have the resources to run a school summer fair this year. Such events are usually run in partnership between parents and carers and school staff and volunteers (to plan, organise and run stalls at the event) would be required.

If you like the idea of helping out and getting involved in this then speak to Emma. She can be contacted on [Emma.hills@trustgreen.com](mailto:Emma.hills@trustgreen.com).

The first planning meeting will be in mid April so please do let us know by Thursday the 9th of April if you are interested in getting involved.



# 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

Community Information