



Newsletter 26  
Friday 17th April 2026

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# Reception



# Ready Steady Grow

The children have had great fun investigating our new topic, Ready, Steady, Grow!

This week, we have been learning about the artist, Vincent van Gogh, and the children have enjoyed becoming artists themselves by drawing and painting their own sunflower pictures.

We have also been learning about the different parts of a plant, including the roots, stem, flower, petals, and leaves and discussing the important jobs each part does to help the plant grow and stay healthy.

We then made our own plant pots using newspaper and planted sunflower seeds. The children cannot wait to watch them grow!



The number of groups at work 88825



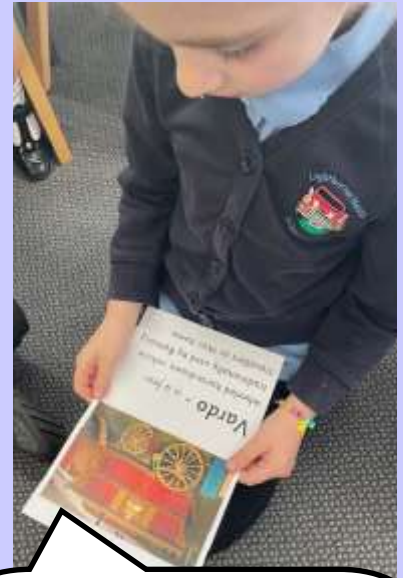
UNICEF RIGHTS RESPECTING SCHOOLS  
UN Convention on the Rights of the Child  
Article 29: Goals of education

## Guided Reading—mystery text.

This week, the children in Years 1 and 2 explored important clues to try and predict what their new guided reading story might be about.

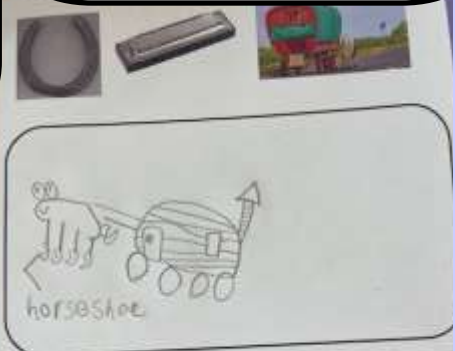
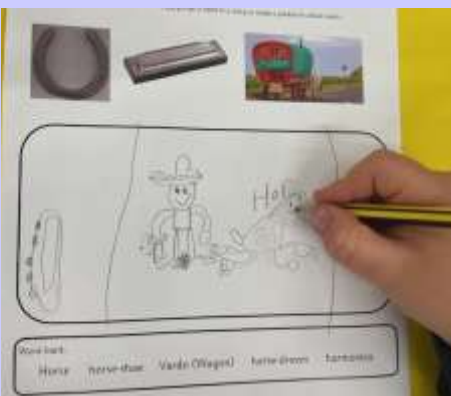
They used the 'Curious cat' learning characteristics to ask questions about the objects they were presented with and to make links with their own life experiences.

New vocabulary such as 'Vardo', 'Harmonica', 'Horse-drawn' and 'travellers' were discussed, helping the children to start visualising the setting and possible story events. They worked hard to record their ideas, adding labels and sentences which included the new vocabulary learned.



This is a horse shoe. It's really heavy. I learned from Aria that it's used to protect the horses feet so that it doesn't get any sores or infections when it's walking along the road.

I've seen a harmonica before but I couldn't remember what it was called. We listened to Mrs Hill playing it, she had to blow in and out to make the sounds!



Word bank  
Horse horse-shoe Vardo (Wagon) horse-drawn harmonica

There is a family that is very poor there traveling long distances from the fields to the desert.





# Years 3 and 4

3



# Looking at Learning

This week, Years 3 and Year 4 have been completing their Royal Opera House set design project.

They explored themes, characters, and settings through sketchbooks and role play to learn the story of Alice in Wonderland, with a particular focus on the tea party scenes. The children adapted these moments into a range of imaginative design ideas, thinking carefully about how settings can support storytelling.

The children then developed their own set concepts and created impressive and detailed model boxes.



UN Convention on the Rights of the Child  
Article 29: Goals of education



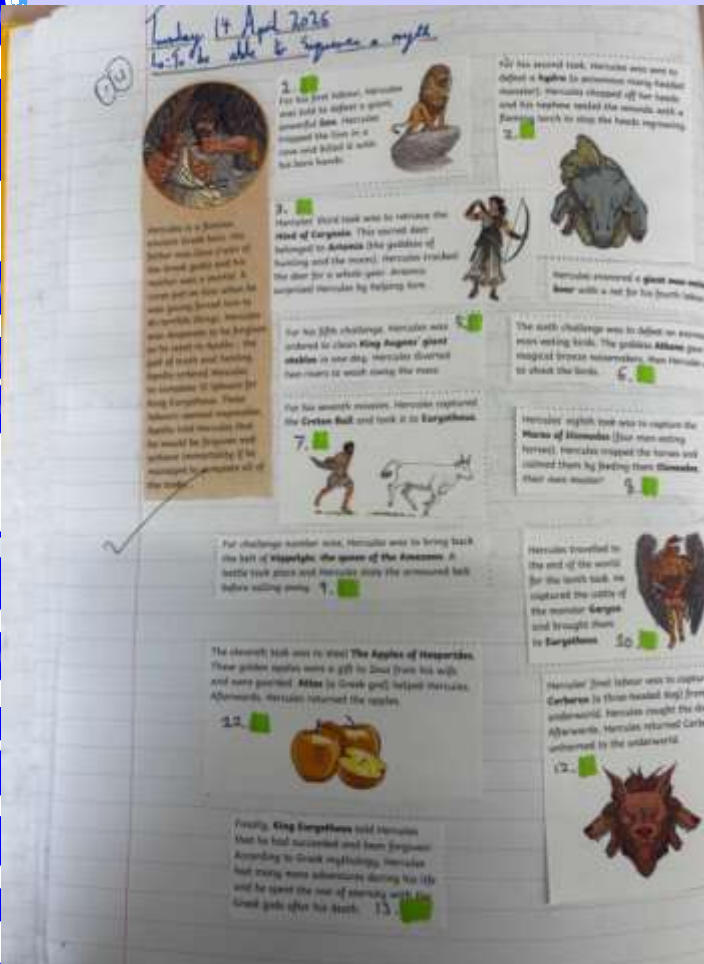
# Groundbreaking Greeks

This week, the children in Years 5 & 6 have been learning about Greek myths and in particular 'The First Labour of Heracles':

To atone for killing his family, Heracles performs twelve seemingly impossible, monster-slaying tasks for King Eurystheus, ultimately gaining immortality and fame.



Looking at Learning



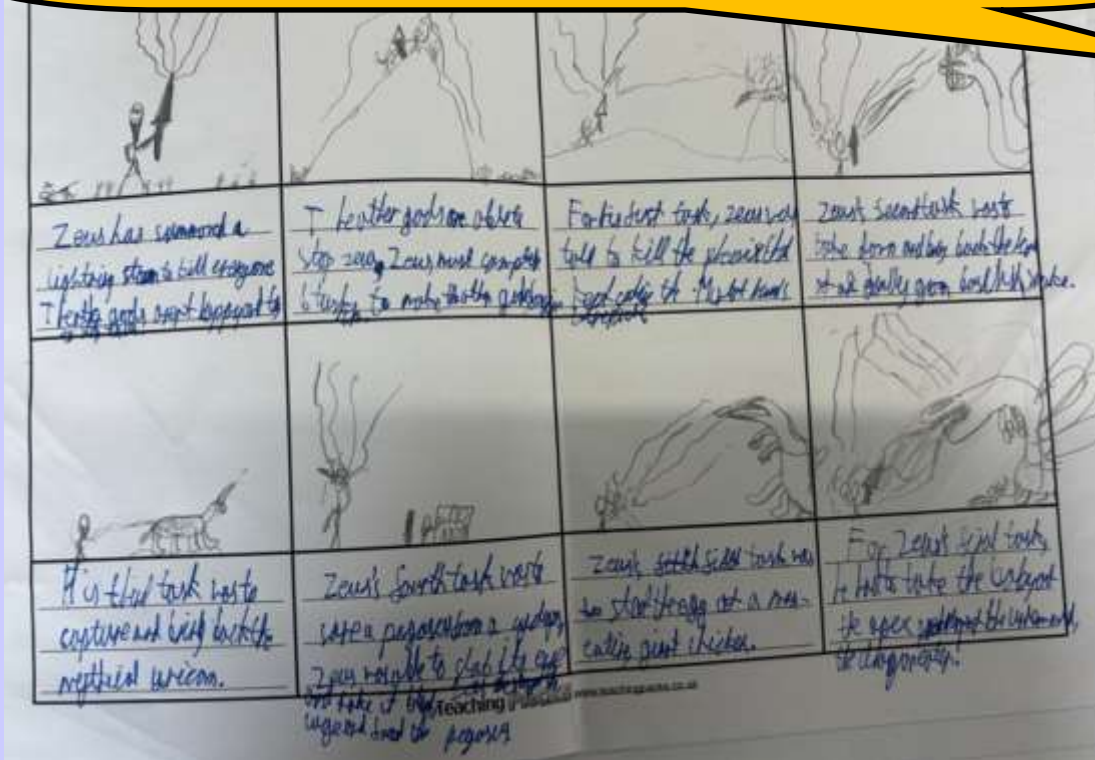
A Greek vase in the shape of Heracles

Inspired by what they have read, they have planned and will soon start to write myths in the style of the ancient Greeks.



We were able to make links between the Greek Gods and the Gods of other ancient civilisations. For example the Greek God of the sea is Poseidon but the Roman version is Neptune.

Callum



We noticed how in modern day we still use some of the Gods names from Greek myths. I liked how they were used in relation to what the Gods were responsible for. For example Apollo and Artemis Stefan.



Looking at Learning



Questions to ask your child when reading fiction:

**Predicting:**

What do you think this book will be about based on the title and cover?

Have you read any books by this author before? What were they like?

What do you already know about this topic?

**Understanding the Story:**

What is happening in the story so far?

Who are the main characters? What do we know about them?

Where and when does the story take place?

**Making Connections:**

Does this story remind you of anything in your life?

Have you read another book like this before?

How do you think the character is feeling? Why?

**Vocabulary and Language:**

What does this word mean? Can you use it in a sentence?

**Are there any words that you don't understand?**

How do the illustrations help to tell the story?

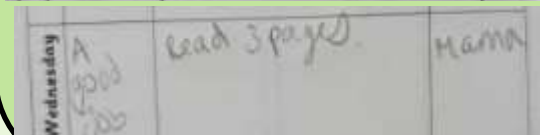
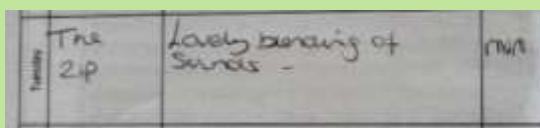
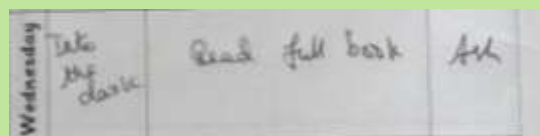
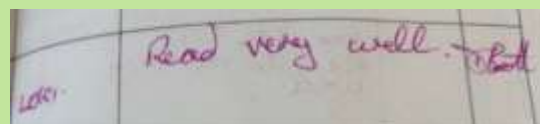
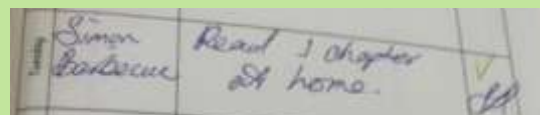
**Encouraging Critical Thinking:**

What do you think will happen next?

Filling in the reading record:

**When signing your child's reading record, please include the date that your child read, the title of the book (or the material that they read) and your initials.**

You are welcome to include additional **information about your child's** engagement, comprehension and confidence or some praise if you would **(and this is useful) but you don't have to.**



**READING INCENTIVE**

**REMEMBER... YOU'VE GOT TO BE IN IT TO WIN IT!**

1. Share a book with an adult at home at least 3 times each week (you can read your school reading book or any other reading material).
2. Ask the adult to sign your reading diary each time they share a book with you.
3. Make sure that your reading diary is in school each day. On Friday, bring this to the office and show the Learning Detectives. If your diary is signed 3 times or more for that week, you will receive a raffle ticket.
4. The raffle tickets will go to celebration assembly and prizes will be given each week for raffle tickets drawn.



# Diary Dates



Summer Term	
April	
Week beginning 20th April	Shakespeare Week
Friday 24th April	Non uniform day. Please bring £1 for school fund
Tuesday 28th April	Family Reading Workshop, KS2
May	
Monday 4th May	Bank Holiday
Friday 8th May	EYFS to Atwell Farm Park
Week beginning 11th May	Key Stage 2 SATS
Friday 22nd May	Non uniform day. Please bring £1 for school fund
Monday 25th– Friday 29th May	Half Term Holiday
Monday 1st June	INSET day– school closed



With best wishes from Mrs Westwood, Mrs Manley and all the staff at Lighthorne Heath Primary School.

### INSET Days 2025-26

- Friday 10th October 2025
- Monday 1st December 2025
- Monday 1st June 2026
- Monday 20th July 2026



UN Convention on the Rights of the Child  
 Article 29: Goals of education  
 Article 5, Parental Guidance, Article 18, Parental responsibility



# Activities to help children move more every day

Children need 60 minutes of physical activity each day, with at least 30 minutes of that outside of school. You don't need to buy expensive equipment or find lots of extra time to make a difference. Every bit of movement adds up to support their health and wellbeing.



Need some inspiration? The NHS advice pages have lots of ideas to help! Whatever your family enjoys, there's a fun way to get moving together.



**Not sure where to start? Take the sports and activities quiz!**

Answer 3 quick questions to discover the perfect sports, activities and a Disney game tailored to your child's interests.

**Indoor activities for kids**

We have loads of fun ideas for at-home games and activities to keep the kids active when they're inside.

**10 Minute Shake Up games**

Have you tried our Disney, Pixar and Marvel inspired games? Shake Up activities are fun for all the family – and a great way for kids to get active!

**Accessible activities**

Explore tips and activities designed to help kids with additional needs stay active in ways that work best for them.

Lighthorne Heath Primary School Newsletter

## Why being active matters

There are lots of good reasons for kids to be active! Research shows that physical activity helps school-age children in lots of ways.

Here are some of the benefits of staying active:



Improves behaviour, self-confidence and social skills



Improves attention levels and performance at school



Develops co-ordination



Strengthens muscles and bones



Improves health and fitness



Maintains healthy weight



Helps them sleep better



Improves mood and makes them feel good



- UN Convention on the Rights of the Child
- Article 29: Goals of education
- Article 18: Parental responsibilities
- Article 24: Health and health services

<b>Monday</b>	
 Pork Meatballs in Tomato Sauce (G)	or
 [(v)(h) Tomato Pasta Bake (G.D)]	or
<b>Tuesday</b>	
 [(h) Mild Chicken Curry	or
 [(v) Cheese & Tomato Pizza Wedge (G.D)]	
<b>Wednesday</b>	
 Roast Pork, Apple Sauce	or
 [(vg) Quorn Roast, Apple Sauce (G)]	
<b>Thursday</b>	
 [(v)(h) Broccoli & Sweetcorn Pasta (D.G)]	or
 [[v) Cheese (D)]	
<b>Friday</b>	
 Fish Fillet Fingers (FG)	or
 [(vg) Garden Vegetable Fingers (G)]	

**Educaterers' New Menu**

Next week is Week 1 Jacket potato and choice of fillings available daily

**Free School Meals**

If you think that you may be eligible for free school meals applications can be made online at <https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>



Mrs. Manley and Mrs Hendriksen are happy to help with FSM applications, please ask if you require assistance.

For families who pay for meals, the cost is now £2.94 per day (£14.70 per week)

# Emotional Wellbeing and Mental Health



Mental Health in Schools Team  
**Tips For Wellness**



## Preparing For and Managing Exams

Exams can be a challenging and stressful period for young people. This can affect their mood, sleep, and confidence. Your young person may feel overwhelmed by expectations—both from school and themselves. Offering understanding and emotional support is just as important as helping them study. As a parent, your support plays a vital role in helping them manage the pressure and perform at their best.

### Our top tips for preparing for and managing exams:

1. **Create a Supportive Environment-** Help your young person to find a quiet and comfortable space to study. Try to keep this space calm and distraction free during revision times.
2. **Be realistic and Positive-** Keep focus on effort over results, praising your young person for their hard work and effort, not just their grades. Stay calm and encouraging, even if they are feeling negative or frustrated.
3. **Help with Planning-** Support your young person to create a revision timetable. It will be useful to help them to break revision into manageable chunks with a variety in subjects to keep things fresh and engaging. Make sure the revision timetable includes regular breaks.
4. **Stay Connected-** Check in regularly about how they feel. Listen without judgement, validate their feelings, and remind them it's okay to feel anxious. Let them know you are available to listen when they want to talk things through. Look out for signs of stress such as changes in sleep, appetite or mood.



NHS- Help Your  
Child Beat Exam  
Stress



Young Minds- Exam  
Time Support for  
Parents

In Coventry and Warwickshire, for any urgent mental health concerns, contact the RISE Crisis Helpline available 24/7, by calling NHS 111. Alternatively, call 999 or visit A&E in an emergency, for example if medical attention is required.

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

## Reception

Alyssa has settled into school wonderfully and has impressed all the adults in Reception with her positive attitude to learning. Her excellent knowledge of plants, and her enthusiasm to share this with the class, has been so lovely to see.

Well done, Alyssa for a brilliant start to school!



Co-

## Years 1 & 2

This week, we have chosen Ella as our Years 1 & 2 Hero. Ella is a polite and hardworking member of our class who always strives to do her best. She has particularly shone this week with her fantastic story ideas she shared during our guided reading session. Well done, Ella!

Have a go



Concentrate

## Years 3 & 4

Mrs Madahar has chosen Lettie as this week's Lighthorne Hero! She has been using all of her learning characters, helping her to improve both her writing and maths work. Lettie has shown a positive attitude towards her learning and is becoming more confident. Well done Lettie!



Be curious!

## Years 5 & 6

Miss Mackie's hero this week is Maksym. During our writing of Greek myths, he came up with some fantastic, imaginative ideas for his own myth where he linked different mythical creatures to different elements to create a cohesive and interesting story. We're looking forward to reading it when it is finished! Well done,

Maksym



Enjoy learning



Persevere



Keep improving



Use your imagination



## Warwickshire's Local Area SEND Inspection is taking place now and your views are needed!

Warwickshire's Local Area SEND Inspection is taking place now and your views are needed!

Children, young people, parents, carers and professionals across Warwickshire are being invited to share their experiences of Special Educational Needs and Disabilities (SEND) services as part of a joint inspection by Ofsted (Office for Standards in Education, Children's Services and Skills) and the Care Quality Commission (CQC).

The inspection is being carried out in line with Ofsted's regular inspection timetable under the new Area SEND Inspection Framework. It will evaluate how effectively education, health and care services work together to support all children and young people aged 0–25 with an Education, Health and Care Plan (EHCP), as well as those receiving SEN Support.

During the visit, inspectors will speak with leaders and staff from education, health and social care, as well as schools, parents, carers and young people themselves.

Hearing directly from those who use, and support SEND services is a vital part of the inspection. Children and young people with SEND, their parents and carers, and practitioners are now invited to share their views by completing short online surveys.

Parent Carer Survey

<https://ofsted.smartsurvey.co.uk/s/AreaSEND-ParentCarer/10414225>



UN Convention on the Rights of the Child

Article 29: Goals of education

Article 5, Parental Guidance, Article 18, Parental responsibility

In Warwickshire, parents to be, parents, carers and grandparents have access to a variety of family and relationships resources and advice.

Support can be accessed online, face-to-face through informal advice, one-to-one consultations, group programmes and workshops. This support is free

Lighthorne Heath Primary School Newsletter



**Routines workshop (virtual)**

Sat 25 Apr, 09:00 BST

Free



**Understanding Children's Behaviour virtual workshop**

Thu 7 May, 09:30 BST

Free



**Sleep workshop (virtual)**

Mon 18 May, 10:30 BST

Free



**Parenting Together (virtual workshop)**

Tue 26 May, 11:00 BST

Free



<https://www.eventbrite.co.uk/o/warwickshire-parentingsupport-71623337213>

To book a place at an online workshop please follow the QR code or this link. More courses and dates are available on the linked page.

### Solihull Approach Online Guides

We offer a range of free parenting guides to support parents/carers feel more confident across all ages of childhood. You are in control of what you learn, at a time that suits you and at your own pace. You can do them alone or with someone else, together or separately but in tandem – it's your choice. They can also be translated into many languages using ReachDeck online.

You can access the online guides via: [www.warwickshire.gov.uk/parentguides](http://www.warwickshire.gov.uk/parentguides)

There are 15 to choose from including:

- Understanding your pregnancy
- Understanding your baby
- Understanding your child
- Understanding your teenager's brain
- Understanding your child with additional needs

Enter the access code BEAR when promoted and a Warwickshire postcode.

## Family and Relationship Support

A guide to free support available to Warwickshire families

[www.warwickshire.gov.uk/parentguides](http://www.warwickshire.gov.uk/parentguides)

Warwickshire County Council



### The Family Information Service

Get in touch with Warwickshire's Family Information Service for advice and guidance on a wide range of subjects including:

- Housing
- Finance
- Childcare
- Parental conflict and contact
- Special Educational Needs and Disabilities (SEND)

**Free Phone: 0800 408 1558**

**Email: [fis@warwickshire.gov.uk](mailto:fis@warwickshire.gov.uk)**

**@WarwickshireFIS**

**@WarksFIS**

Available Monday to Friday, 9am to 5pm. All enquiries will be responded to during this time.



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## Early Support Team Family Support Drop in Sessions

Stratford Children's Centre Every **Thursday 12.30-3pm**

Alcester Children's Centre Every **Wednesday 1-3pm**

Lighthorne Heath Children's Centre Every **Wednesday 1-3pm**

### We can offer Support with...

**Health and wellbeing**

**Supporting your Child's Mental Health**

**Understanding your Child's Behaviour**

**Behaviour Management**

**Developing Routines and Boundaries**

**Parenting Advice**

**Guidance and Support**

**So Much More...**

**Pop in for a Relaxed Chat, Cuppa and  
Support or Call us on**

**Early Support Duty Line 01926414144**

**Monday-Friday between 9am-4pm**



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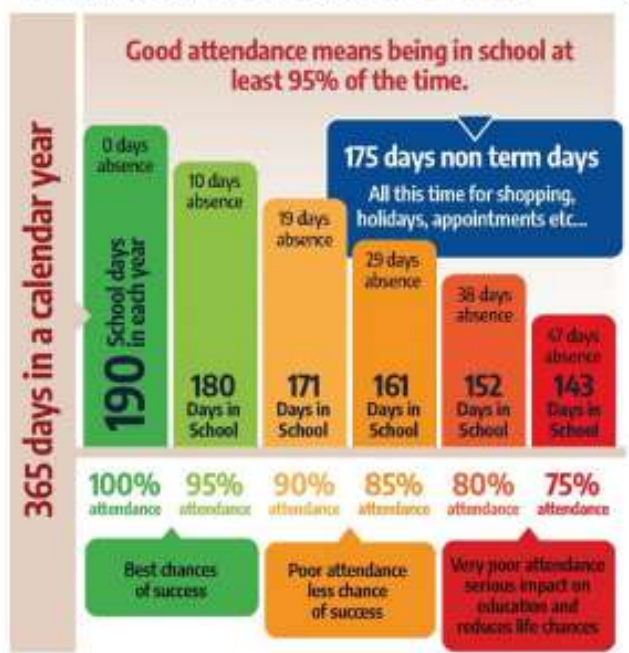
Article 5, Parental Guidance, Article 18, Parental responsibility



# Attendance and Punctuality

Thank you to the many parents who ensure that their children attend regularly and arrive on time. Attendance is incredibly important to the education of our children and makes a big difference to a child's ability to do well at school.

**DID YOU KNOW?** A two-week holiday in term time means that the highest attendance you can achieve is **94.7%**



**DID YOU KNOW?** A child who is 15 minutes late each day, will have missed a full 2 weeks of school in one year.



In addition to attending school, it is also important that your child has what they need each day. Parents should be aware of the days in which their child has PE and-/ or swimming and ensure that children have the correct kit on the relevant day.



At this time of year it is important that children have a warm coat in school so that they can safely and comfortably play outside and complete learning activities outside the classroom.

## What Parents & Educators Need to Know about

# VIOLENT CONTENT ONLINE

Around 70% of teenagers say they've seen real-life violence on social media in the past year – often from as young as primary school age. Just 6% actively seek it out; most encounter it through group chats or social media algorithms. From fights and pranks to hate speech and graphic media, exposure to violent content online is more widespread – and more harmful – than many adults realise.

### WHAT ARE THE RISKS?

#### MENTAL HEALTH AND TRAUMA

Children and young people report feelings of anxiety, guilt, shame or fear after seeing violent content. For some, these effects may be short term, but for those with existing vulnerabilities or past trauma, the impact can be more severe. Many also feel pressured to 'tough off' violent content to fit in with friends, even when they find it distressing.

#### BEHAVIOUR CHANGES

Exposure to online violence can lead to fear and avoidance behaviours – such as skipping school or staying indoors. When children see weapons used in videos, it can heighten their perception that the world is unsafe and, in rare cases, increase the likelihood they'll consider carrying a weapon themselves, such as a knife for protection.

#### ESCALATION AND PARTICIPATION

Violent videos often go viral quickly. What begins as an online argument can spill into real-world fights – which are sometimes filmed and shared to gain views or status. Some children even admit to sharing or creating violent content themselves to gain attention or boost their reputation.

#### DESENSITISATION

Older teens may become numb to violent content after years of exposure, admitting they're unlikely to report it. Younger children also tend not to report it – usually because they don't believe anything will be done or because they're afraid of being labelled a 'snitch' by their peers.

#### HARMFUL IDEOLOGIES

Violent content online may overlap with racist, misogynistic or otherwise extremist ideas. These messages can dehumanise others or glorify violence as a way to gain power, popularity or notoriety. Over time, this can normalise dangerous behaviours and attitudes among impressionable viewers.

#### DISPROPORTIONATE IMPACT

Not all children are affected equally. Those who are excluded from school, marginalised, disabled or neurodivergent are often more vulnerable to the effects of online violence. It's essential to consider wider context – including home life and access to safe spaces – when thinking about potential harm.

## Advice for Parents & Educators

### CREATE SUPPORTIVE SPACES

Many children feel adults are too busy or won't understand their experiences online. Take time to build trust through non-judgemental conversations about what they're seeing. If they don't want to speak to you directly, gently signpost towards trusted services they can turn to for support.

### KNOW WHAT'S ILLEGAL

Some violent content is simply upsetting, while other examples may be criminal or a child safeguarding matter that needs reporting. Help children understand the difference by staying informed about online laws and social media reporting procedures. A useful resource is [reportthemforcontent.com](http://reportthemforcontent.com).

### AVOID HARSH RESTRICTIONS

Fear of punishment is a major reason young people stay silent about violent content. Try not to overreact or threaten to take away devices. Instead, reassure children that they can speak openly and that asking for help won't get them into trouble.

### UNDERSTAND TECH AND TRAUMA

Older children may already know how to block accounts or mute triggering content. Help younger or more vulnerable children learn these tools and encourage habits that reduce exposure. Just as importantly, teach techniques that help them process distress – building resilience and emotional literacy for both online and offline life.

### Meet Our Expert

Dr. Holly Powell-Jones is the founder of Online Media Law UK and a leading UK expert in digital safety, media law, and young people. Her PhD investigates children's understandings of risk online. She works with schools, businesses, and universities to provide award-winning education on the criminal, legal, and ethical considerations for the digital age. Visit [onlinemedialawuk.com](http://onlinemedialawuk.com) for more.



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Some useful information for parents and carers, including online webinars can be accessed via The National College (formerly National Online Safety). At school, we teach the children about safe online behaviours but it is important that these messages are reinforced at home at that parents and carers are aware of how to support their children if issues arise.

# School admissions



Warwickshire County Council

If you have a child who is due to start Reception or Year 7 next September, you need to apply for their school place. Applications can be made via the Warwickshire School Admissions Service. Visit their website for more information <https://www.warwickshire.gov.uk/school-admissions-appeals>

## Applying for a primary school place



## Applying for a Secondary School Place



# COMMUNITY ACTIVITIES IN UPPER LIGHTHORNE



## → **Indoor Short Mat Bowls**

Mondays 5:30 pm during term-time  
Lighthorne Heath Primary School Stratford Road  
£2 per week (first 2 weeks free).



## → **Allotment Sessions**

Tuesdays at 2 pm and Saturday at 10 am throughout the year  
Allotment off Coppice Avenue  
All are welcome. ,  
Contact: [allotments.upperlighthorne@gmail.com](mailto:allotments.upperlighthorne@gmail.com)



## → **Free Community Health Walk**

2nd and 4th Tuesday of the month  
11am meet at the Lighthorne Heath Village Hall  
Free refreshments afterwards - all welcome.

## → **Outdoor Community Pétanque**

Wednesdays at 2 pm  
Avon Valley Bowls Club Lighthorne Heath  
£1 per week - all welcome



## → **Free Chair Exercise**

Thursdays at 1 pm at Lighthorne Heath Village Hall.

## → **Indoor Bowls for Health Programme**

Free six-week programme  
Starts Thursday, March 13th 6:30 pm,  
Avon Valley Bowls club in Lighthorne Heath.  
New programmes run throughout the year.



→ **Contact** [emma.hills@trustgreen.com](mailto:emma.hills@trustgreen.com) or pop into our Time Bank Cafe at the Lighthorne Heath Village Hall on **Wednesdays** between 11 am - 1 pm or our Warm Hub coffee morning 11 am - 2 pm for more details of what's happening in Upper Lighthorne.

For more top tips on being active visit: [www.thinkactive.org](http://www.thinkactive.org)



# SPRING MEET-UP



Friday 17th April

📍 Village Hall

— From 4:30pm —

Hopefully it's not April showers on the 17th...  
but we've got the hall anyway if it is.

**Crafts • Games • Music...**

(or whatever actually happens on the day)

Come along, meet new people,  
let the kids run around a bit

No pressure, no expectations  
Just turn up if you fancy it



Parents must stay with their children

Simple. Friendly. See what occurs.

Village Hall, Lighthorne Heath  
3:15-3:45

2026:

5th Jan, 2<sup>nd</sup> Feb, 2<sup>nd</sup> March, 30<sup>th</sup> March,  
27<sup>th</sup> April, 26<sup>th</sup> May, 22<sup>nd</sup> June, 20<sup>th</sup>  
July, 17<sup>th</sup> August, 14<sup>th</sup> September, 12<sup>th</sup>  
October, 9<sup>th</sup> November, 7<sup>th</sup> December



Each mobile library stocks:

- A selection of books, including large print
- Spoken word
- Books for young children

For more information, call (01926) 851031 or visit our website at  
[warwickshire.gov.uk/mobilelibraries](https://warwickshire.gov.uk/mobilelibraries)  
To see our current routes, go to:  
[https://apps.warwickshire.gov.uk/MobileLibraries/library\\_routes](https://apps.warwickshire.gov.uk/MobileLibraries/library_routes)