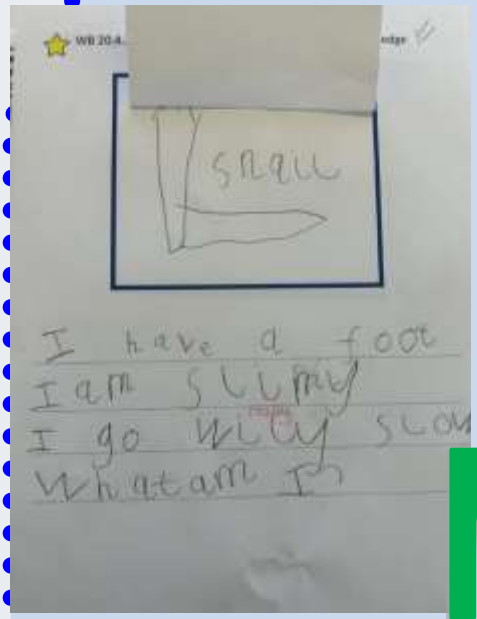




Reception

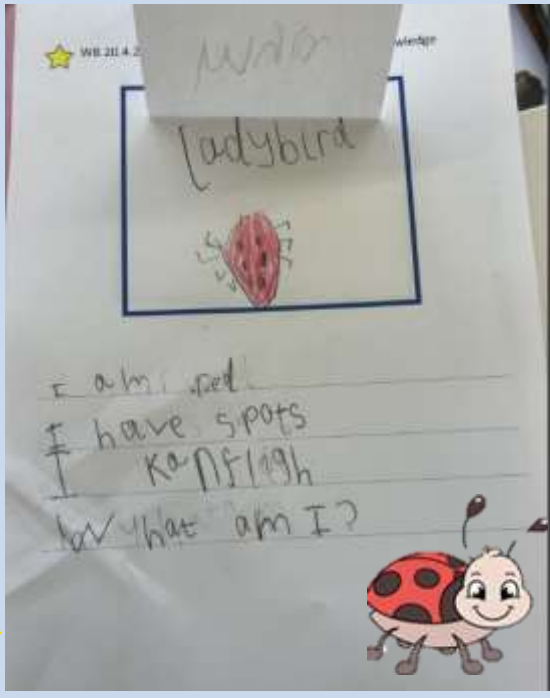


Insects have 6 legs.
A butterfly is an insect.

Minibeasts!



In Reception this week, we have been learning all about minibeasts. We learned lots of interesting facts about different bugs and insects and used this information to write our own "What am I?" riddles. We learnt that insects have 6 legs and 3 parts to their body: a head, thorax and abdomen.





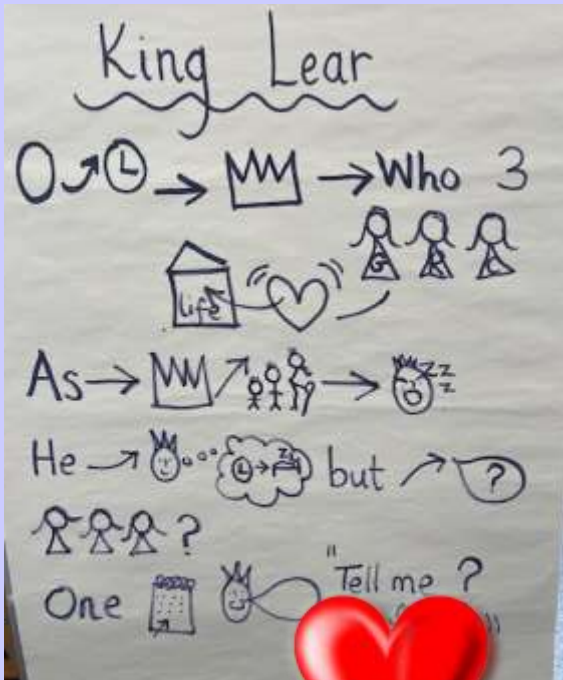
Looking at Learning

Shakespeare Week—King Lear.

This week, the children in Year 1 and 2 explored the story of King Lear as part of Shakespeare Week. They made links to their own experiences and discussed ideas about family and feelings.

The theme of relationships linked well to our Jigsaw PSHE lessons, supporting the children in developing their understanding of different relationships and emotions. The children enjoyed acting out parts of the story, which helped them to understand the sequence of events and the

characters' emotions. As a class, we created a story map to support their understanding of the plot.



We learned that King Lear had three daughters. Two of the daughters were not honest about their love for their father. They were greedy and wanted his kingdom for themselves.



King Lear had a favourite daughter, Cordelia. He was cross when he heard her words "I love you as my father, no more and no less."



UN Convention on the Rights of the Child

Article 29: Goals of education



Looking at Learning

This week, we explored how to keep ourselves healthy, focusing on the effects of smoking and vaping. The children learned important facts about how these can impact the body and discussed why some people may start, including the influence of peer pressure.



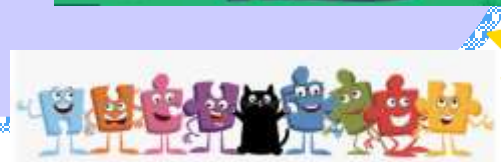
As part of the lesson, the children took part in an interactive card game, working together to complete a puzzle made up of different smoking facts.



This helped them share knowledge, discover new information, and discuss what surprised them.

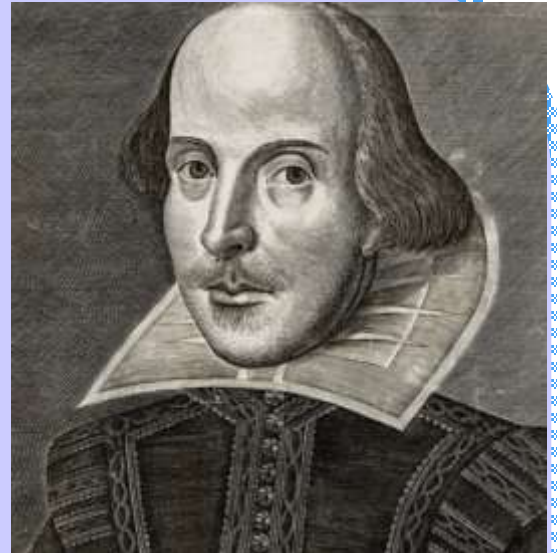


UN Convention on the Rights of the Child
Article 29: Goals of education



King Lear

As part of our Shakespeare Week celebrations, the children in 5/6 class have been exploring our chosen text, King Lear. We have been exploring the themes of truth and trust, family relationships and mental health.



The children played lots of games to help them work better as a team. This helped them to feel comfortable and more able to be creative in their work. **This is called 'building a company' and is a process that actors at the RSC go through when they start to work on a new play.**

We looked at key elements of the play, acted out parts and we tried to understand the motive behind some of the main characters.

Working in this way helps to make the sometimes complicated language more easy to understand.



We explored the idea of families using freeze frames. We started with a 'happy family' and then moved onto an 'unhappy family.'

It was interesting that in our unhappy families most groups chose to show arguing siblings. This linked in well with the sibling rivalry in King Lear!

This came up in several scenes that we explored.

Looking at Learning



Looking at Learning



We examined the relationship between King Lear's daughters: Goneril, Regan and Cordelia.

We also looked at the relationship between the two sons of the Duke of Gloucester: Edgar and Edmund.

Edmund is worried that his brother will try to take his title and so tricks his father into thinking he is plotting against him. Edgar has to disguise himself as a beggar to avoid arrest.

We made disguises just like Edgar in King Lear. Once we had a physical disguise, we thought about our mannerisms and our use of voice to make it more difficult for people to find out our true identities.



Through our exploration this week, we discovered a lot about the character of King Lear. We decided that he was not a kind man, and definitely not a good father. He was unkind to his daughters and only nice when they did as he asked.



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?

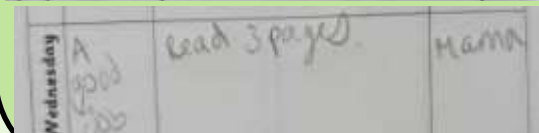
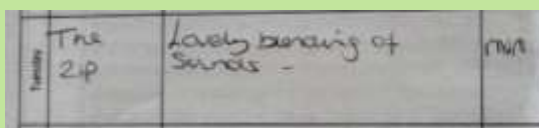
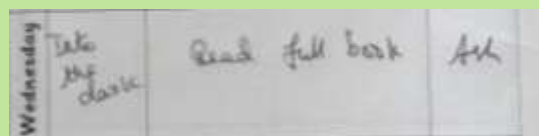
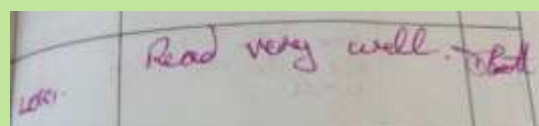
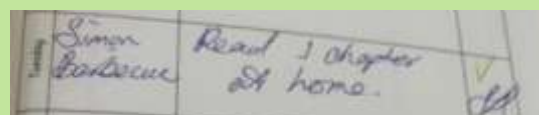
Encouraging Critical Thinking:

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.



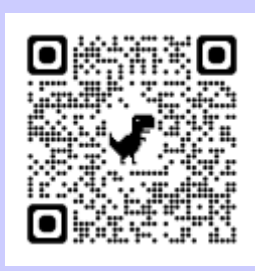
Diary Dates



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– this has been postponed to 12th May to allow more families to book on.
May	
Monday 4th May	Bank Holiday
Friday 8th May	EYFS to Atwell Farm Park
Week beginning 11th May	Key Stage 2 SATS
Tuesday 12th May	Family Reading Workshop, KS2– booking essential.
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

ACTION FOR HAPPINESS

Active April



25
 Have a 'no screens' night and take time to recharge yourself

26
 Take an extra break in your day and walk outside for 15 minutes

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



educaterers

week 2

Monday		or	
	Pork Sausages (G.SU.SB.D)		(v) Plant Power Sausages (D)
Tuesday		or	
	(h) Beef Bolognese (G.D)		(v) Vegetarian Bolognese (G.SB.D)
Wednesday		or	
	Roast Chicken Fillet Stuffing ball (G)		(vg) Quorn Roast Stuffing ball (G)
Thursday		or	
	(v) Cheese & Tomato Pizza Wedge (G.D)		(v) Cheese (D)
Friday		or	
	Battered Fish Fillet (F.G)		(v)(h) Cheesy Omelette (E.D)

Educaterers' New Menu

Next week is Week 2 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)



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

Happy 100th Birthday

SIR DAVID ATTENBOROUGH

8th May 2026



(v) Ocean Fish Finger Bap with Ketchup (E.G)

or

(v) Wildlife Wonder Pizza Pinwheel (D.G)



Served with Attenbite Chips, Centenary Peas,
Sir David's Beany Wonders or Planet Earth Salad

(v) Lemon Expedition Whoopie Pie (G.D.E)

or

(v) Coral Reef Raspberry Frozen Mousse (D)

Allergens
H-Home made
G-Gluten
D-Dairy
SB-Soya
SU-Sulphites
E-Egg
VG-Vegan
V-Vegetarian



Allergen Free alternatives
are also available



CENSUS DAY

A Day at the Beach

THURSDAY 21ST MAY 2026

The High Tide Wrap
[Chicken with Roasted Vegetables] [G]
or
[v] *Sandy Sea Sticks* [Pizza Twist]
[D.G.SB]

Served with Sun-Kissed Wedges, Sea Pearl Peas, Sunset Surf Corn or Ocean Breeze Bowl Salad.

[v] *Rubber Ring Donuts* with
Dipping Sauce [G.E.D.SB]
or
[v][h] *Sunny Beach Bite*
Cornflake Cookie [G.E]

Allergens
H-Homemade
G-Gluten
D-Dairy
SB-Soya
E-Egg
VG-Vegan
V-Vegetarian

Allergen Free alternatives are
also available



Emotional Wellbeing and Mental Health



Mental Health in Schools Team Tips For Wellness



Dimensions tool



Free online personalised self-care information & support for adults and children in Coventry & Warwickshire

Get Outdoors

Spending time outdoors is great for your body and mind! It can improve your mood, reduce feelings of stress, improve your confidence, helps you to be more active and can reduce loneliness.

How to get outside more:

- 1. Take a Nature Walk**
Find a park, trail, or even your garden and take a walk. Look around for birds, trees, and flowers that you can spot. You could try taking photographs and share them with a friend.
- 2. Play a Sport or Game**
Whether it's football, netball or running, outdoor sports are a great way to get moving. They also help us develop our communication skills when we play as part of a team!
- 3. Do a Scavenger Hunt**
Make a list of things to find outside—like a particular leaf or a butterfly—and go on a hunt to find them!
- 4. Bring Your Hobby Outside**
Do you like drawing, reading, or listening to music? Try doing it outside! Find a comfy spot on the grass and enjoy your favourite activities in the fresh air.
- 5. Have a snack outside**
Try taking a snack outside and eating it while focusing on the food and what is going on around you.
- 6. Watch the Stars**
On a clear night, lie on a blanket and look up at the stars. You might even see a shooting star or spot constellations.
- 7. Meet up with a friend outside**

It can be helpful to get outdoors every day, even if only for a short time. You could try walking to a friend's house or to the shop instead of travelling by car or getting public transport. You could try to make getting outside part of your daily routine, whether it is riding a bike or sitting in a garden or park while you listen to music.

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

Mrs Gill has chosen Alice as her learning hero this week. Alice always enjoys learning. This week she has tried really hard with her maths, challenging herself to count back and forwards from a given number. Super work Alice!

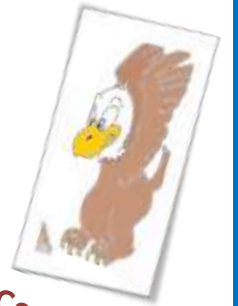


Co-

Years 1 & 2

This week, we have chosen Zoe as our Hero. Zoe consistently displays excellent manners and behaviour and always tries her best in lessons. One area in particular that shone out this week was her use of joined handwriting and the careful presentation of her work within her lessons. Great work, Zoe. We are lucky to have you in our class!

Have a go



Concentrate

Persevere

Years 3 & 4

Sonny is this week's Year 3 & 4 Lighthorne Heath Hero. His behaviour has been outstanding and he sets a great example to others. Since starting at Lighthorne, he has shown a respectful and polite attitude in everything he does. Well done, Sonny!



Be curious!

Keep
improving

Years 5 & 6

Miss Mackie's hero this week is Mateusz for his wonderfully dramatic contribution to our practical English lessons. He has managed to create a strong character and worked well as part of a team. Keep up the good work, Matty.



Enjoy learning

Use your imagination



UN Convention on the Rights of the Child

Article 29: Goals of education



Warwickshire
ACL and Family Learning



KS2 Family Reading Workshop



At **Lighthorne Heath Primary School**

On **Tuesday 12th May**

Time: **1:30– 3.00pm**

Come along and help your child develop a love of reading in a **FREE** workshop for parents and their children.

Be inspired by the story to explore art styles and techniques. No experience necessary, just be willing to have fun!

Find out about 'The National Year of Reading 2026' and collect a Bingo Card to use in your local library.

All adults will be required to complete an enrolment form

To book your place please
contact the school office.



 www.facebook.com/warksacl
 www.twitter.com/warksacl
 www.instagram.com/warksacl



UN Convention on the Rights of the Child

Article 29: Goals of education

Article 5, Parental Guidance, Article 18, Parental responsibility



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



Sleep workshop (virtual)
Mon 18 May, 10:30 BST
Free



Understanding Children's Behaviour virtual workshop
Thu 7 May, 09:30 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
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

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
@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

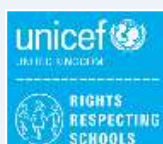
Guidance and Support

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



UN Convention on the Rights of the Child

Article 29: Goals of education

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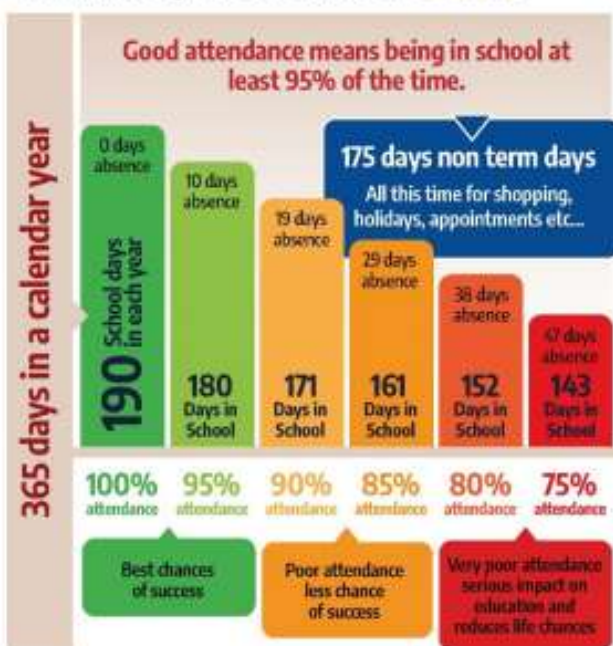


Attendance and Punctuality



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.



UN Convention on the Rights of the Child

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At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

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.

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.

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.

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 for more.



X @wake_up_weds f /wuw.thenationalcollege @wake.up.wednesday @wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 21.05.2025



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



School Admissions



KHALSA AID
INTERNATIONAL

DRAWING COMPETITION

CELEBRATING 27 YEARS OF HUMANITY
1999 - 2026

Ages 5-7

Ages 8-11

Ages 12-15

What does Khalsa Aid mean to you?

Submit a drawing inspired by **compassion**, **service**, and helping others.

One winner will be chosen from **each age category** –
and **here's** the exciting part...

Your artwork will be featured on exclusive,
limited edition Khalsa Aid T-Shirts.

HOW TO ENTER

- 1 Draw your artwork on A4 paper.
- 2 Scan or photograph your drawing
- 3 Send to: events@khalsaaid.org



DEADLINE
10th May 2026

Let your imagination shine bright!

By entering, you agree that Khalsa Aid may use your artwork for promotional and fundraising purposes. Full details are available on our website.



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



→ **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 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

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

2026:

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



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Community information