



Newsletter 30

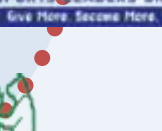
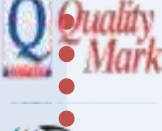
Friday 9th May 2025



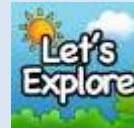
01926 640326



admin2064@welearn365.com



Nursery and Reception



We have been learning about Victory in Europe day this week. The children learned that we are celebrating 80 years since the end of the second world war. We made flags to celebrate and took them to our family celebration.



We have to wear the same colours as the flag. Nuvi



It is the end of the war! The good guys won! Livleen



UN Convention on the Rights of the Child

Article 29: Goals of education



Guide to Supporting Your Child's Reading

Lighthorne Heath
Primary School
Reading Diary
2024-25

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?

Why do you think the character made that choice?

If you were in this situation, what would you do?

Summarising and Reflecting:

Can you tell me what happened in the story in your own words?

What was your favourite part? Why?

Did the book end the way you expected?

Extending the Story:

If you could ask the author one question, what would it be?

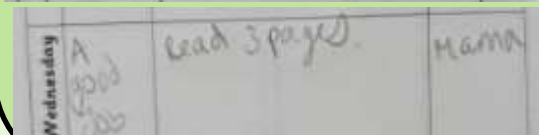
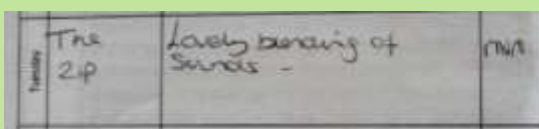
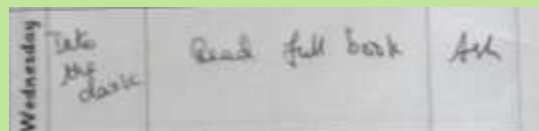
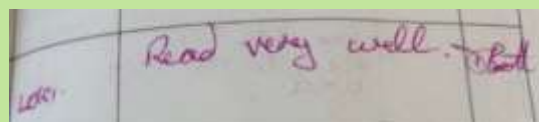
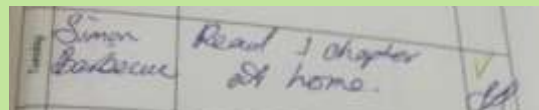
Can you think of a different ending to the story?

What lesson did you learn from this book?

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.

SUN SAFETY

This week, we have seen increased temperatures and several particularly sunny days at school.

During warm weather, please make sure that your child is safe at school by ensuring the following:

1. Sun Hat

Make sure your child brings a sun hat to school every day.



2. Named Water Bottle

Send your child with a named water bottle (water only, please).

They can refill their bottles throughout the day from our water cooler to stay well hydrated.



3. Apply Sun Cream

Please apply sun cream before school.

Children will be outside throughout the day—using the playground, school field, and class gardens.

While we provide access to shade and avoid extended sun exposure, we recommend a long-lasting sunscreen for added protection.



Let's Work Together to Keep Everyone Safe in the Sun!

Science - Trees and Plants

The children in Years 1 and 2 have begun a new Science focus this half term, learning about **trees and plants**. During last week's lesson the children shared their previous experiences of planting seeds and their knowledge about how to care for them. They worked in groups to plant nasturtium seeds, learning that they will need regular watering and plenty of sunlight in order to grow strong and healthy. Once grown, the nasturtium flowers will be useful for attracting bees into our garden and can also be eaten as part of a healthy salad.

This week their learning focused on the structure of plants and trees, key vocabulary included; roots, stem, trunk, leaves, bark, flower, bud and branches. The children closely observed a daffodil plant and our garden tree in order to identify the different parts of each plant.

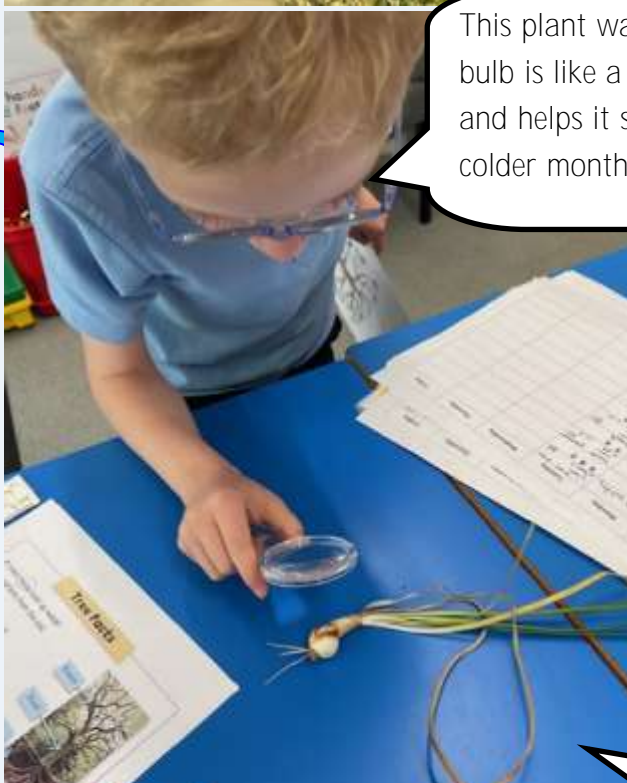
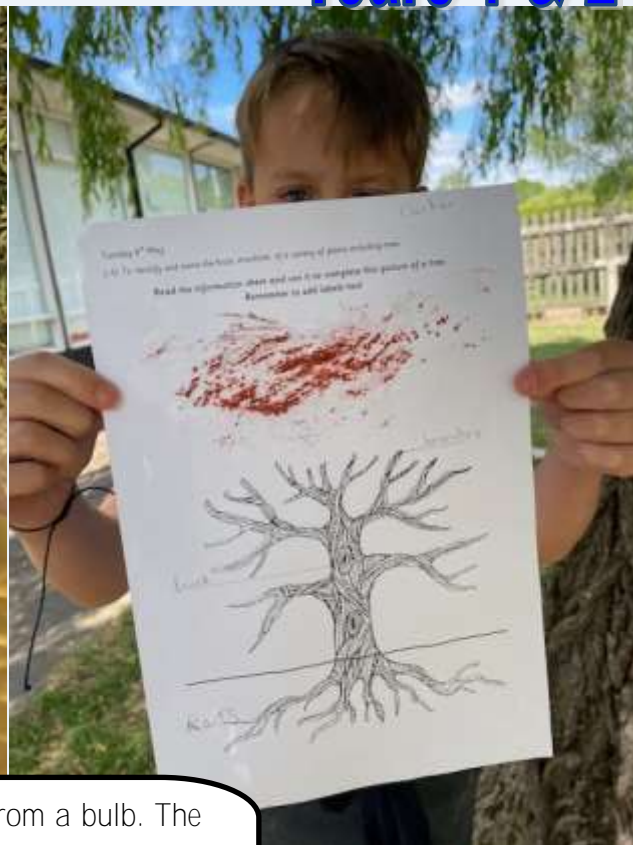


We will observe and record the changes to the nasturtium seeds over the next few weeks.





I created a bark rubbing. A tree's trunk and branches are covered in tough bark. The bark protects the tree from hot and cold weather and also from being eaten.



This plant was grown from a bulb. The bulb is like a warm coat that protects it and helps it store energy during the colder months until it is ready to grow.



We learned that some plants are grown from seeds and others from bulbs. Both trees and plants are living things so they need special care in order to survive and grow. Trees and plants have different parts which help them to survive in the right environment. Both trees and plants have roots that allow them to suck up water and nutrients from the soil.





Ancient Civilisations English

Years 3 and 4



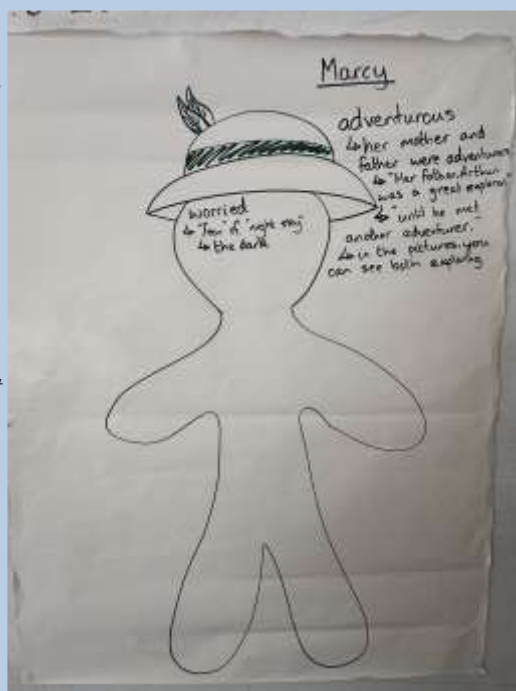
This week, our English learning involved diving deep into character - exploring emotions, thoughts, and actions through text analysis and drama-based strategies. The children engaged with the characters of *Marcy and Arthur* (from *Marcy and the Riddle of the Sphinx*), using a range of creative techniques to understand not only what the characters do, but also *how they feel* and *why they behave the way they do*.

We began by reading the first two spreads of the story aloud, using the visualiser to follow the text together. The children were encouraged to observe and discuss any purposeful colour choices in the illustrations - spotting how colour can be used to express emotion or atmosphere.

Next, the class worked in small groups to build a giant emotional outline of Arthur on paper. Using emojis and emotion prompts for support, they added sticky notes to the outside (actions/appearance) and inside (feelings) of the outline. Children linked feelings to past experiences using connectives like "because..." to build empathy and explain reasoning.

We then repeated the activity for Marcy which was left mostly blank so we could explore how Marcy's emotions and actions change throughout the story. The class then worked together to compare and contrast the two characters which helped the children reflect on how different characters can experience similar situations in different ways.

In pairs, the children then discussed: *"If you were Marcy, what question would you ask Dad?"* They shared their ideas aloud while I scribed, focusing on using modal verbs like *might* and *could* to show curiosity and possibility.





Maafa

The Kingdom of Benin

This week in years 5 & 6 we have been learning about the ancient history of Africa.

We found out more about the kingdom on Benin by examining some of their bronzes. We were intrigued to find out that these bronzes were able to tell us more than we initially thought. We were able to act as historians would have done to decipher their hidden meaning. We used the following information to help us with this task:

Benin plaques

- The brass Benin plaques decorated the wooden pillars in the royal palace in Benin City.
- They were made to show the hierarchy and status of individuals more than their physical features.
- The size of individuals shows their relative importance, with the largest figure having the greatest authority and rank.
- Status symbols show a high rank, such as brass ornaments, and coral and leopard-tooth necklaces.
- Honour and loyalty are represented by figures holding swords and spears.
- Servants are indicated by their scant clothes and the objects they carry, such as fans and trumpets.

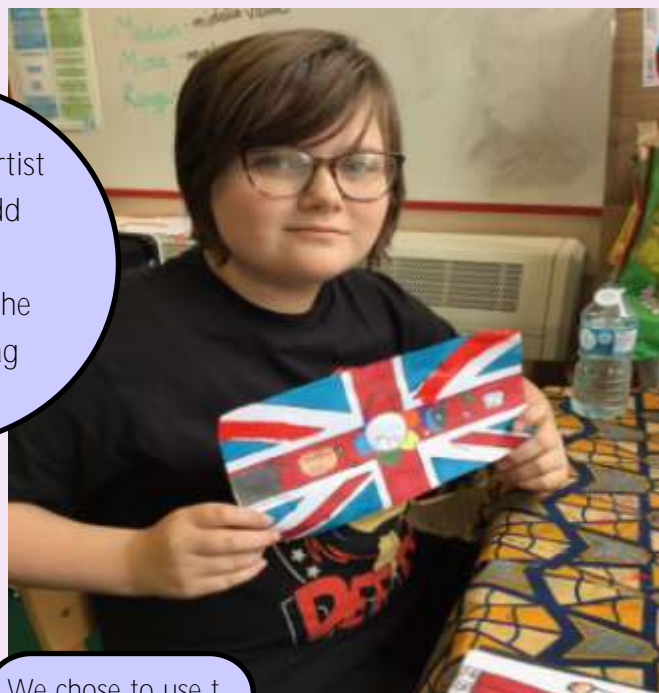


VE Day Inspired Art

The children in Years 5 & 6 were excited to celebrate VE day this Thursday. We decided to make our Union Jack flags using mixed media. We had a variety of different art materials and random items from around the classroom that we used to transform our templates into a flag that was personal to us.



Dee is a keen artist and chose to add some wonderful illustrations to the centre of the flag



We chose to use tissue paper to give our flags a 3D element.



Phoebe decorated her flag using tiny dots in pointillism style.





Emotional Wellbeing and Mental Health



Mental Health in Schools Team
Tips For Wellness



Empathy

Empathy means *feeling with* someone, not just *feeling sorry* for them. It is one of the best ways to be a kind friend and a good person. Empathy is not just noticing that someone is happy, sad, or hurt—you're trying to understand their feelings **from their point of view** and responding with kindness.

Examples of when you could be empathetic:

A friend is nervous before a test.

You might say: *"I get nervous too. We've got this!"*

Someone is sitting alone at lunch.

You might think: *"I would feel sad if I were alone."*
So, you could invite them to sit with you.

Our tips for empathy:

1. **Pay attention** to how people look and sound. Are they happy, sad, or upset? Look for clues in their body language to find out how they might be feeling.
2. Read a book or watch a TV show. Pick a character in the book or show and imagine how that character might feel. Do you think all the characters feel the same? **Put yourself in their shoes!**
3. **Empathy drawing** – if you like to get creative, you could try drawing a picture of how someone else might feel in a certain situation (e.g., "a child who has lost their favourite toy", "a child who is starting a new school").
4. **Be kind with actions** - even little things help - like sharing, listening, or giving a hug.
5. **Include everyone** - invite others to play, join in, or sit with you. Notice if someone is standing alone, sitting on a bench, or watching others play.
6. **Kindness cards** – consider making cards or notes for family, friends or classmates who might need a boost!

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.



Emotional Wellbeing and Mental Health



Meaningful May 2025

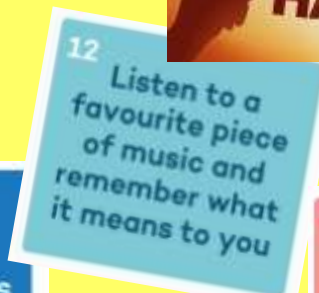
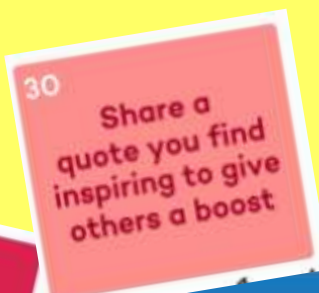
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
						
5 Let someone know how much they mean to you and why	6 Look for people doing good and reasons to be cheerful	7 Make a list of what matters most to you and why	8 Set yourself a kindness mission to help others today	9 What values are important to you? Find ways to use them today	10 Be grateful for the little things, even in difficult times	11 Look around for things that bring you a sense of awe and wonder
12 Listen to a favourite piece of music and remember what it means to you	13 Find out about the values or traditions of another culture	14 Get outside and notice the beauty in nature	15 Do something to contribute to your local community	16 Show your gratitude to people who are helping to make things better	17 Find a way to make what you do today meaningful	18 Send a hand-written note to someone you care about
19 Reflect on what makes you feel valued and purposeful	20 Share photos of 3 things you find meaningful or memorable	21 Look up at the sky. Remember we are all part of something bigger	22 Find a way to help a project or charity you care about	23 Recall three things you've done that you are proud of	24 Make choices that have a positive impact for others today	25 Ask someone else what matters most to them and why
26 Remember an event in your life that was really meaningful	27 Focus on how your actions make a difference for others	28 Do something special and revisit it in your memory tonight	29 Today do something to care for the natural world	30 Share a quote you find inspiring to give others a boost	31 Find three reasons to be hopeful about the future	

ACTION FOR HAPPINESS

Happier · Kinder · Together



Check out the Action for Happiness Meaningful May calendar by following the QR code or this link: <https://actionforhappiness.org/sites/default/files/May%202025.pdf>





Diary Dates



Summer Term	
May	
Monday 5th May	Bank holiday,
Thursday 8th May	School VE day celebrations. All parents are welcome to join us from 2.15pm on the school field for tea and cake. Please could children wear red, white and blue on the day?
Week beginning Monday 12th May	Year 6 SATS testing Mon– Thurs
Friday 23rd May	Mufti (non uniform) day, please bring 50p for school funds
Week beginning Monday 26th May	Half Term
June	
Monday 2nd June	RSC visit to KS2 classes
Friday 13th June	EYFS trip to Hill Close Gardens, TBC
Week beginning Monday 16th June	Refugee week– activities in classes
Thursday 19th June	RSC performance– KS2 children performing to other classes
Friday 27th June	Sports day led by Onside Coaching, weather permitting. Parents welcome to watch.9.30am—11.00am
Friday 27th June	Mufti (non uniform) day, please bring 50p for school funds
July	
Tuesday 2nd July	Transition day
Wednesday 9th July	Chef Idris Caldora visiting Years 5&6
Tuesday 15th—Thursday17th July	Years 5&6 residential trip to PGL Liddington
Friday 18th July	Last day of term Mufti day

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



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

Lighthorne Heath Learning Heroes

EYFS

Joshua is our Reception and Nursery class hero this week. He has concentrated well during our maths inputs and has been able to share a group of cubes equally to find half. Joshua is also incredibly observant and always amazes us with his curious questions. Well done Joshua!



Co-operate

Years 1 and 2

Our hero this week is Phoebe who has shown great determination her lessons this week, trying hard to complete work set and asking for help when she needs it. Phoebe is displaying both confidence and resilience in her attitude to working, which has been lovely to see, keep it up!

Have a go



Concentrate

Years 3 and 4

This year 3 & 4 learning hero is Kaety her brilliant work ethic, her resilience when faced with challenges, and the way she's always ready to lend a hand—whether it's helping her classmates or offering support to me around the classroom. She's a real team player with a positive attitude, and we're all lucky to have her in the class. Well done, Kaety!



Be curious!

Years 5 and 6

Mrs Cox's learning hero this week is Yusayrah for her fantastic contribution to our new topic. She has contributed enthusiastically to our class discussions and completed some informative slides about African masks as home learning. She has shown curiosity and determination. Keep up the hard work.



Enjoy learning

Use your imagination

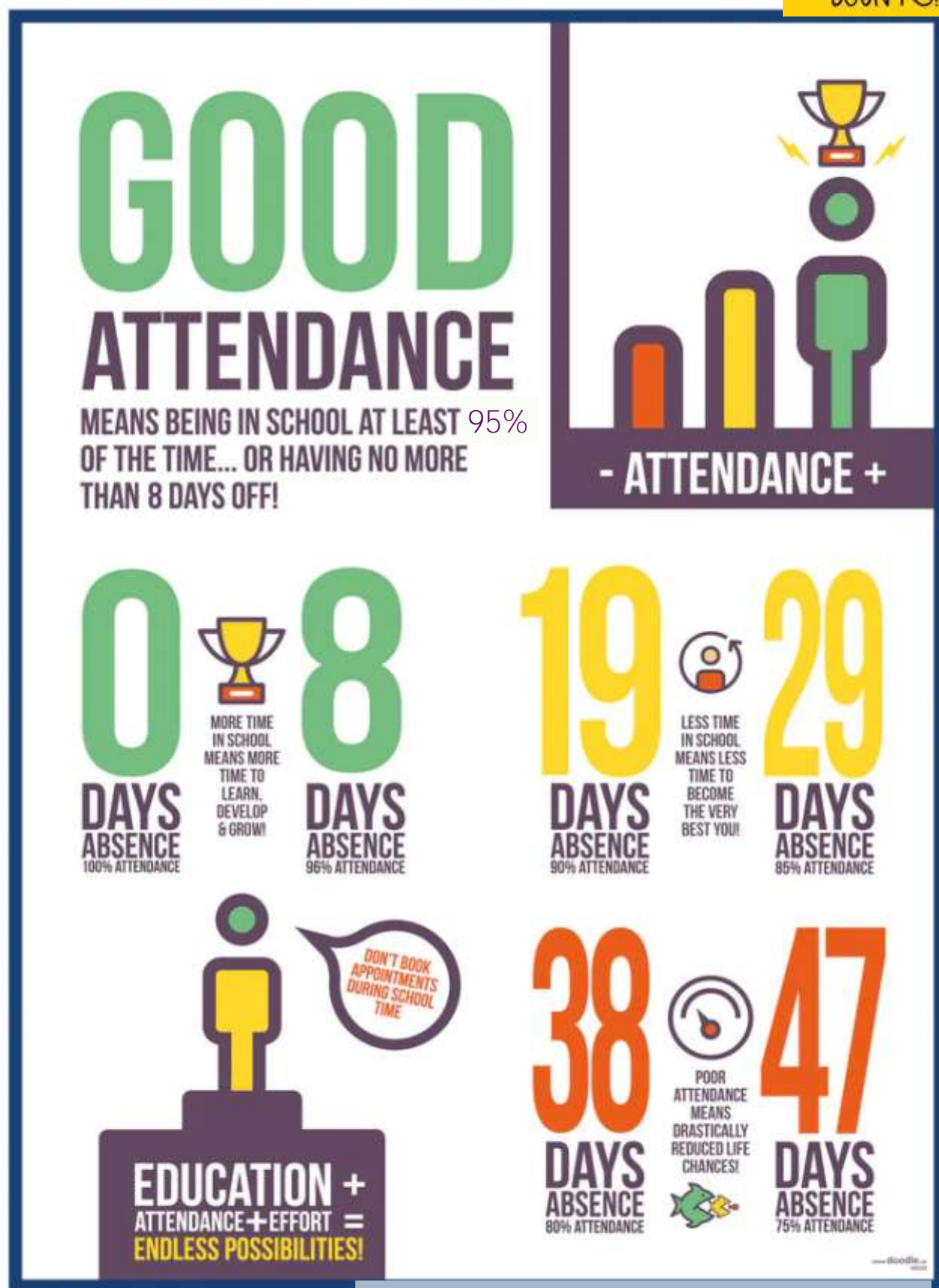
UN Convention on the Rights of the Child

Article 29: Goals of education





Attendance and Punctuality



UN Convention on the Rights of the Child

Article 29: Goals of education

Article 5, Parental Guidance, Article 18, Parental responsibility





We want to provide the healthiest possible environment for all our children to thrive.

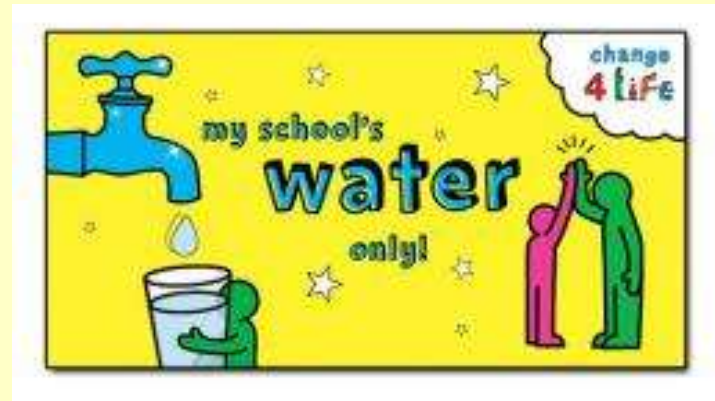
Please remember that we are a water only school and children are not permitted to bring juice or squash to drink during the day. This is in line with NHS advice.

We have a water cooler in school and children are welcome to fill up their bottles when they need.



The NHS states that the best drinks to give children are water and milk.

Children should avoid sugary fizzy drinks, squash and juice drinks completely. Children who drink a lot of sugary drinks are more likely to become overweight. The added sugar in these drinks can also damage teeth.



UN Convention on the Rights of the Child

Article 29: Goals of education

Article 18: Parental responsibilities

Article 24: Health and health services



Monday



Moroccan Chicken Pasta G.

Vegetarian Customers
Only

or



(v) Broccoli and Sweetcorn
Pasta Bake G.D.

Tuesday



(v) Rustic Pizza Wedge G.D.SB

or



(v) Jacket Potato with Cheese
D.

Wednesday



British Roast Chicken, Stuffing G.

or



(vg) Quorn Roast G,
Optional Stuffing G.

Thursday



Pork Sausages G.SU.SB

or



(v) Plant Power Sausages with
Gravy

Friday



Crispy Salmon Fishcake F.G.

or



(vg) Plant Power Burger
in a Bun G.

**Educaterers' New
Menu**

Next week we will be on
Week 2 of the new
Educaterers menu.

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](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.



Our school kitchen was routinely inspected by the environmental team at Stratford District Council today.

We are delighted to announced that we were awarded 5 stars.

A school obtaining a 5-star food hygiene rating signifies very good hygiene standards in the food preparation and handling areas. This means that the school canteen or food service area has met the highest standards for cleanliness, food safety procedures, and overall hygiene practices. The 5-star rating is the top of the Food Hygiene Rating Scheme

Congratulations to Janet and the team at Educaterers, keep up the good work.



UN Convention on the Rights of the Child

Article 29: Goals of education

Article 24: health and health services





Warwickshire County Council

Mobile Library

Warwickshire Libraries have a new timetable for their new electric vehicles and visit Lighthorne Heath.

Each mobile library has:

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



Contact the Mobile Library Service

Email: mobilelibraryservice@warwickshire.gov.uk

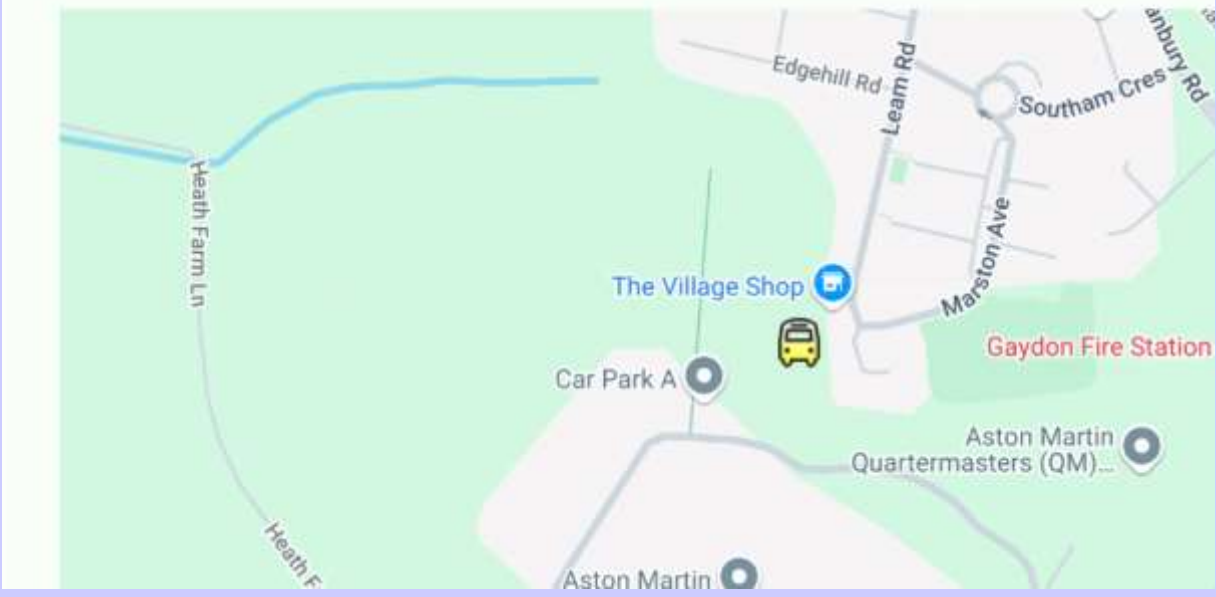
Telephone: 01926 851031

The Mobile library will be here from 15:15 to 15:35

This route will operate on:

24 March 2025	22 April 2025	19 May 2025	16 June 2025	14 July 2025	11 August 2025
8 September 2025	6 October 2025	3 November 2025	1 December 2025		

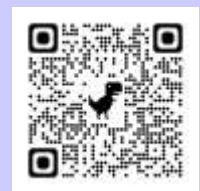
Village Hall, Lighthorne Heath



UN Convention on the Rights of the Child

Article 29: Goals of education

Article 3: Leisure, play and culture



A number of free online parenting courses are available to Warwickshire families. These are a great way to get advice and learn new skills in the comfort of your own home and at times to suit you. All of the courses are filled with helpful techniques and ideas developed by our experienced parenting professionals to help you become a confident and happy parent. Crucially, you can do our course whenever and wherever suits you and work through it at our own pace.

Follow the link via the QR code above or access these courses and other support via: <https://www.familylives.org.uk/how-we-can-help/online-parenting-courses>

Parents Together

Read More

Let's Play

Read More

Coping with teens

Read More

New Baby in the Family

Read More

Raising Confident Children

Read More

Sibling arguments

Read More

Giving praise effectively
9 easy steps to give praise effectively

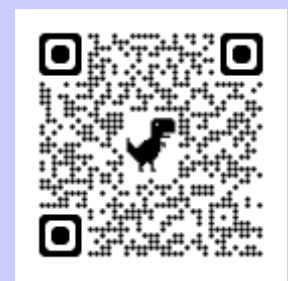
Steps for empathy
10 easy steps to show and develop your empathy

Time to calm down
10 steps for giving time to calm down

Choices and consequences
7 steps for giving choices and consequences

Active ignoring
8 steps for active ignoring unwanted behaviour

Problem solving
7 steps for problem solving



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




**Upper Lighthorne
Community Mile**

Tuesday 27th May


11am - 1pm


For more information please contact
Emma.Hills@trustgreen.com

- **Venue:** Allotments (What3words:///reprints.dates.scraeper)
- **Activities:** Litter picking, nature walk and nature spotting.



The British Motor Museum's Evens Page has a number of child friendly activities that may interest our families— find information here:
<https://www.britishmotormuseum.co.uk/whats-on>







12 MAY

Mini Motorists Mondays - May
12 May 2025

Get ready for some colourful, creative fun for little hands! Develop your little one's imagination and motor skills ...


[Find Out More](#) 




13 MAY

Gaydon Gathering - May
13 MAY 2025

Every kind of automotive enthusiast and every kind of motor is invited to our second Gaydon Gathering of 2025!


[Find Out More](#) 



24 MAY - 1 JUN

Taking Shape: Patterns in the Museum
24 MAY - 1 JUN

Discover patterns of all kinds in the collection this May Half-Term!

[Find Out More](#) 







Community information



ACCESS GRANTED
TO 4-12 YEAR OLDS

SPY CAMP



MAY HALF TERM

YOUR MISSION: INFILTRATE THE **AWARD-WINNING OFSTED APPROVED HOLIDAY CAMPS**

MISSION DATES: 27-30th **MAY**

MINI's RECEPTION

- GO GO CREATORS
- GO GO GROOVERS
- GO GO ACTIVE
- GO GO EINSTEIN'S
- PLUS FREE PLAY
- SMALLER GROUPS (RATIO 1:8)

JNR's 5-7 YEARS

- ART
- DANCE
- STEM
- SPORT
- ARCHERY

SNR's 8-12 YEARS

- CRBTIVES
- BATTLE SESSIONS
- SPORTS SKILLS
- SCIENCE LAB
- FUTURE STARS (DANCE)
- + MORE!

NEW IMPROVED PROGRAM FOR RECEPTION YEARS

EMSCOTE INFANT SCHOOL
WARWICK

FINHAM PARK SECONDARY SCHOOL
COVENTRY

PRIORS FIELD PRIMARY SCHOOL
KENILWORTH

HEATHCOTE PRIMARY SCHOOL
WARWICK GATES

10% EARLY BIRD DISCOUNT AVAILABLE
PLUS 10% SIBLINGS DISCOUNT & PAYMENT INSTALMENTS
See website for details. Offers can not be used in conjunction.

£34.50 FOR A STANDARD DAYS CARE FROM 9AM - 3.30PM
EARLY 8AM DROP OFF AND LATE 5.30PM PICK UP AVAILABLE WITH A SURPLUS FEE

W: www.gogomakers.co.uk | E: hello@gogomakers.co.uk | T: 01926 935377

 **WE ACCEPT**
CHILDCARE VOUCHERS
& TAX FREE CHILDCARE

 **OFSTED**
REGISTERED

★★★★★
RATED 5 STARS ON GOOGLE

 **WARNING**
EXTREME FUN!!

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

ROBLOX



WHAT ARE THE RISKS?

Roblox is one of the most popular video games among children. In 2020, the game's developers claimed that more than half of the USA's children had played it. As a 'sandbox' title, the game lets players create their own gaming experiences with Roblox Studio to build custom levels, which can then be shared online.

ONLINE PLAY RISKS

Because Roblox connects random players across the world, it can put younger players into an environment with anonymous users who could use the platform for nefarious reasons. For example, some role-play games are used for online dates and mature role play, which could expose youngsters to inappropriate messages in the public chat box.

ANONYMOUS PLAYERS

The anonymity of users can leave players vulnerable to bullying, harassment, and predatory behaviour. Without the right parental controls or monitoring, users can connect with each other via personal messages or friend requests, and it is very difficult to know who's behind a username in this vast online world.

MATURE CONTENT

Content is difficult to moderate throughout Roblox, due to the number of games available. This is particularly notable on smaller games and experiences, but in summary, some of the games and experiences offered on the platform contain age-inappropriate content that could easily be seen by young players.

RISK OF ADDICTION

Roblox games can feature rewarding or satisfying mechanics that keep players coming back – or persuade them to stay logged-in for much longer. Like most games, they focus on interactivity, with constant rewards via in-game unlocks and currencies, which can sometimes lead to an addictive need to remain online for long periods of time.

IN-GAME SPENDING

The majority of games within Roblox have extensive monetization options, usually through season passes or microtransactions. Purchases can range in value from a few pence up to much larger sums of money. While some games offer a lot of content via purchases, others can offer very little for real world money, causing younger players to end up out of pocket.

SCAMS

Many of the games on Roblox feature collectible items, pets, or characters. These objects, while digital, are worth a lot of real money on certain online markets. Scammers will attempt to trade with younger users in the hopes of getting rare items that can be sold for real money, manipulating the child into handing them over, usually via misleading information.

Advice for Parents & Educators

MONITOR THE CONTENT

While Roblox does implement plenty of moderation tools and parental controls, it's up to parents and guardians to monitor the types of games a child or impressionable player is experiencing. If a youngster wants to play Roblox, be sure to check out which specific games they want to play within it, and get a good idea of their content.

PLAY TOGETHER

Consider playing Roblox with the children in your care. There are few more effective ways to see how monetisation works, gauge whether the game could lead to addictive behaviour, or even witness how interaction between players works, than sitting down and trying the game for yourself. This should help you figure out whether it's suitable for particular children.

TAKE ADVANTAGE OF TOOLS

Use the parental controls within the game itself and teach youngsters how to report and block other players. Knowing the powers within their reach will make Roblox a safer, happier experience. You can set age ranges for who's allowed to contact you, close public chat boxes, block spending, and even make your Roblox profile completely private. All these options are helpful in cutting off bad actors from engaging with children.

TEACH ONLINE BEHAVIOURS

Have an open conversation about the risks of online play and how to spend money wisely. By being honest and giving tips on how a younger user can protect themselves, you can empower them to not only take care of themselves, but others too. Any user can be reported to Roblox moderators by other players for behaving inappropriately. With this knowledge, younger players can be aware of what to look for and help prevent it.

Meet Our Expert

Dan Lipscombe is a videogame journalist and author of over 20 books on gaming, including books on Minecraft, Fortnite, Roblox, and more. For 15 years he has been writing about his passion for gaming. When he's not playing games, he's talking about them at GAMINGbible.



@wake_up_weds

/www.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: 16.04.2025



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.