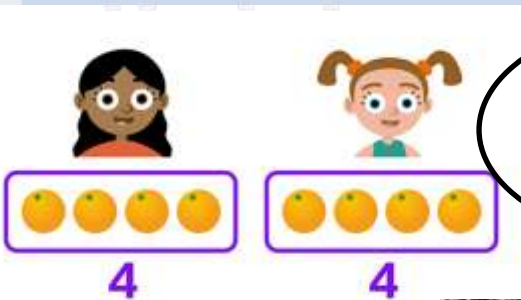


# Reception

## Halving and Sharing

In maths this week the children have been focusing on halving quantities by sharing into two equal groups. We have been making links to the fact that halving is the opposite of doubling.



Double 3 is 6.  
Half of 6 is 3.



When we share we have to make sure both groups are equal.



## Ready Steady Grow

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





# Looking at Learning



## Guided Reading

This week in Years 1 and 2, we jumped into our story, The Lost Homework, and took on the role of Sonny (the main character) who helped his community restore Grandma's old Vardo. The children listened to traditional music and learned about traditional designs used to decorate these 'horse-drawn' vehicles.



I learned that a vardo is pulled by a horse. I made the sound of the horse's hooves using cups.

The music was lively and fun to dance to. I chose bright colours and traditional flower designs to decorate the vardo



A vardo is a four-wheeled horse-drawn vehicle traditionally used by Romany travellers as their home.



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





This week, the children in Years 3 & 4 explored the roles of roots and stems in plants, learning how roots absorb water and nutrients and anchor plants in the soil, while stems support the plant and transport water. They also carried out an investigation using coloured water to observe how water moves through plants



The children also learned about seed dispersal and what plants need to grow, including light, water, air, nutrients and space. They planted cress seeds in different conditions and have been making daily observations to compare how each one grows



It has been exciting to watch their plants change day by day and see science happening right in the classroom!



# Ancient Greek Comedy



This week in English, Years 5 & 6 have been learning about Ancient Greek comedies. Ancient Greek comedy entertained audiences with funny stories, colourful costumes, silly characters and clever jokes, while also teaching important lessons about life, friendship and society.

We started our learning by coming up with puns. These were often used by the Ancient Greeks within their plays. Next, we looked at an example text and in small groups we each took a scene and acted them out.

On Wednesday we recapped our learning about playscripts and used a checklist to spot the features within our example text. The rest of the week was spent working on our own scripts before which we are hoping to perform to the class after half term.

## Did you know?



Ancient Greek plays were performed over 2,500 years ago in Ancient Greece.

Plays were performed in large outdoor theatres built into hillsides.

Actors wore masks to show different characters and emotions.

Only men and boys were allowed to act in the plays.

There were two main types of plays: comedy (funny) and tragedy (serious).

Many plays told stories about gods, heroes and myths.

Music, singing and dancing were important parts of performances.

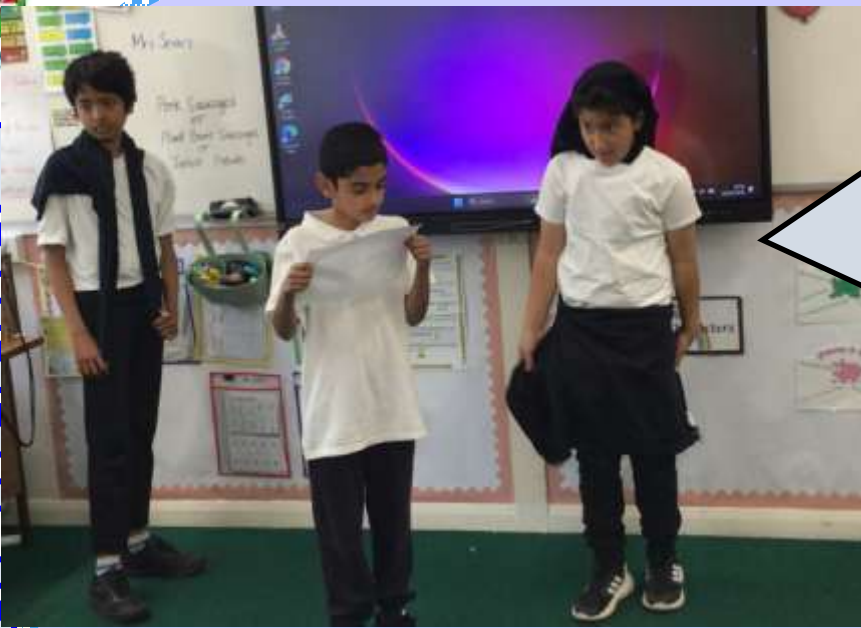
People watched plays during special festivals to honour the god Dionysus.

Famous Greek playwrights included Aristophanes and Sophocles.

Looking at Learning



# Looking at Learning



In Ancient Greece, only men were allowed to act, therefore they also had to take on any female roles. We used costume and changing our voices to show that in our scene.

The features in a script help the actors to know how they should perform, what they should say and also sometimes how they should say it.



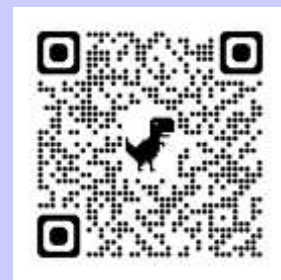
Alongside our dedicated staff team, we are incredibly fortunate to benefit from the support of volunteers from our local community, whose generosity of time and expertise helps us provide the very best educational experiences for our children.

One such volunteer is Denise, who works with the charity School Readers. Denise has been a valued member of our school community for several years, regularly visiting to read with and support our pupils. Her unwavering dedication, kindness and commitment have made a significant difference to the children she works with, helping to build both their confidence and enjoyment of reading.

We are delighted to share a recent article from School Readers which highlights Denise's outstanding contribution and the positive impact of her volunteering. In

recognition of her exceptional service, we have nominated Denise for a volunteer award. We are immensely grateful for her continued support and are proud to celebrate the difference she makes in our school each week.

Thank you, Denise.



## 500,000 Sessions Milestone: Meet Denise

This summer, we are proud to celebrate another incredible milestone at Schoolreaders. Thanks to the dedication of our volunteers across the country, we have now delivered 500,000 reading sessions as part of our pledge for the National Year of Reading. That's half a million moments of precious one-to-one reading time with an adult, which many may sadly not otherwise have access to.



Behind every one of those sessions is a volunteer giving their time to help a child discover the joy of reading. Denise is one of those volunteers.

Denise began volunteering with Schoolreaders in Warwick in 2023 after retiring from a long and varied career in social care. Over 30 years, she worked extensively in the community with people experiencing mental health struggles, learning and physical disabilities, and dementia. Her career also included

One child shared: "Reading with Denise is nice because she keeps trying to help me." Another said they find reading with Denise "good and calming".

Denise's impact on the school community has been so significant that she was recently nominated for Schoolreaders Volunteer of the Year. Staff praised the warmth and positivity she brings to the school, describing her as inclusive, thoughtful and dedicated to helping every child feel valued and supported, including children with additional needs.

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?

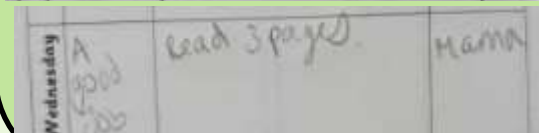
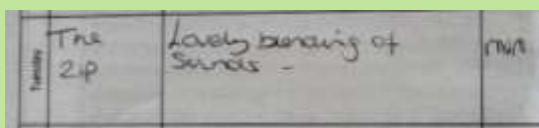
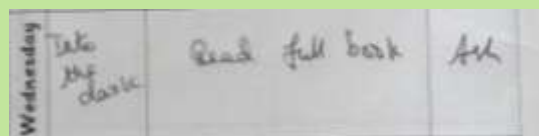
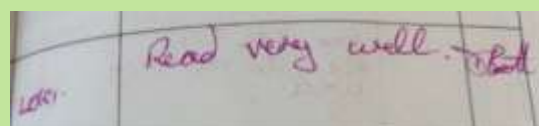
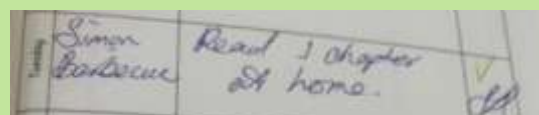
**Encouraging Critical Thinking:**

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.

## Sponsored Walk Success

On Thursday morning, we finally held our much-anticipated sponsored walk after it was postponed from Monday due to poor weather. The children had a fantastic time completing laps of the field alongside our wonderful PAT (Pets as Therapy) dog, Tommy.

The event was full of enthusiasm, smiles, and determination, with everyone enjoying the opportunity to support our school and this worthwhile cause. Mrs Tencuse is still busy counting the funds raised, and there is still time to send in any outstanding sponsorship contributions if you have not already done so.

We are delighted to share that we have already surpassed our fundraising target of £300. Thank you to everyone who has supported the event so generously. We look forward to announcing the final total soon and presenting our donation to Pets as Therapy.



# Diary Dates



Summer Term

May

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

## Can you Solve this?

			18
			10
			<input type="text"/>
12	14	13	

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.



 <p><b>Not sure where to start? Take the sports and activities quiz!</b> Answer 3 quick questions to discover the perfect sports, activities and a Disney game tailored to your child's interests.</p>	 <p><b>Indoor activities for kids</b> We have loads of fun ideas for at-home games and activities to keep the kids active when they're inside.</p>	 <p><b>10 Minute Shake Up games</b> 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!</p>	 <p><b>Accessible activities</b> Explore tips and activities designed to help kids with additional needs stay active in ways that work best for them.</p>
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## 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:

- |  |  |  |  |
|--|--|--|--|
|  | <b>Improves behaviour, self-confidence and social skills</b> |  | <b>Improves attention levels and performance at school</b> |
|  | <b>Develops co-ordination</b>                                |  | <b>Strengthens muscles and bones</b>                       |
|  | <b>Improves health and fitness</b>                           |  | <b>Maintains healthy weight</b>                            |
|  | <b>Helps them sleep better</b>                               |  | <b>Improves mood and makes them feel good</b>              |



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

Lighthorne Heath Primary School Newsletter

<b>Monday</b>	
	or 
<b>(v)[h] Mac 'n' Cheese (G.D)</b>	<b>(v) Cheese (D)</b>
<b>Tuesday</b>	
	or 
<b>(h) Beef Lasagne (G.D)</b>	<b>(vg) Garden Vegetable Fingers (G)</b>
<b>Wednesday</b>	
	or 
<b>Roast Chicken Fillet Yorkshire Pudding (G.E.D)</b>	<b>(v) Plant Power Toad in the Hole (G.E.D)</b>
<b>Thursday</b>	
	or 
<b>Pork Hot Dog (G.SU.SB)</b>	<b>(v)[h] Vegetable Curry</b>
<b>Friday</b>	
	or 
<b>Salmon Fishcake (F.G)</b>	<b>(v) Cheese &amp; Tomato Pizza Wedge (G.D)</b>

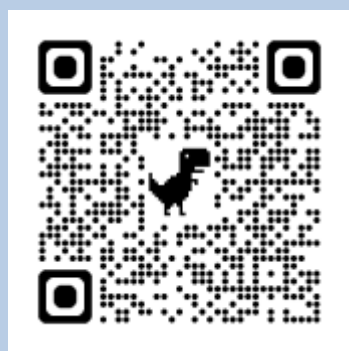
**Educaterers' New**

Menu

The week after half-term is Week 3. 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.

## EXCITING MATHS CLUB COMING TO YOUR SCHOOL

Embark on a journey to discover the wonderful world of maths. You'll make fantastic creations, take part in mind-blowing challenges and have some serious fun.

WE LOVE MATHS - YOU WILL TOO



[WWW.SPAGHETTIMATHS.CO.UK](http://WWW.SPAGHETTIMATHS.CO.UK)







Spaghetti Maths is coming to your child's school! Our clubs are creative, active and educational and are designed to boost engagement with maths.

**SPAGHETTI MATHS**  
*untangling numbers*

...IT'S MATHS, BUT NOT AS YOU KNOW IT

What will my child do?

-  Be creative and investigative!
-  Learn new concepts and terminology!
-  Develop positive attitudes towards maths!
-  Have fun!



*untangling numbers*

Inspiring educational maths activities for the world.

# Emotional Wellbeing and Mental Health



Music can help improve mental health by making people feel calmer, happier and less stressed. Singing releases “feel-good” chemicals in the brain and can help people relax and express their emotions.

Taking part in music activities, can also build confidence and friendships. Whether you enjoy singing, playing an instrument or listening to music, it can have a positive effect on wellbeing.

Follow the QR code to watch a Newsround article and learn more about how music can support mental health.

As well as weekly music lessons with Mrs Owen, Miss Mackie leads a singing assembly each week. This term, the children have particularly enjoyed singing *Don't Drop Litter* (lyrics below). Why not ask them to teach the song to their family and enjoy singing it together at home?

'Singing is really good for my mental health'



## 7 Don't drop litter!

Tune: Ten green bottles

Don't drop litter – put it in the bin!  
Don't drop litter – put it in the bin!  
Let's keep our playground tidy, neat and clean,  
So don't drop litter – put it in the bin!

No crisp packets – put them in the bin!  
No crisp packets – put them in the bin!  
Let's keep our playground tidy, neat and clean,  
So no crisp packets – put them in the bin.



# Lighthorne Heath Learning Heroes

## Reception

Mrs Gill's learning hero this week is Aiden. Aiden has impressed us with the fantastic progress he has made in his reading. He is now able to sight-read most of the words in his reading books with confidence. It has been wonderful to see Aiden beam with pride as he reads. Well done, Aiden!



Co-

## Years 1 & 2

This week, we have chosen Ruby S as our hero. Ruby is such a delight to have in our class; she shows impeccable manners and is always trying her best. This week, she has amazed us with her creativity and her ability to make links with her learning. She designed a wonderful 'Vardo' with glow-in-the-dark colours to help the story characters stay safe on their journey. Great thinking, Ruby!

Have a go



Concentrate

Persevere

## Years 3 & 4

Mrs Madahar has chosen Felicity as this week's Lighthorne Hero. Felicity is always kind, helpful and hardworking. Mrs Madahar has been extremely proud of the perseverance Felicity consistently shows in class, always trying her best and never giving up when work is challenging. Keep up the great work, Felicity!



Be curious!

Keep improving

## Years 5 & 6

Our hero in years 5 & 6 this week is Emilia. She has shown amazing resilience, concentration and hard work during our assessments this week. Well done for keeping going and doing your best.



Enjoy learning

Use your imagination



UN Convention on the Rights of the Child

Article 29: Goals of education

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 to access.

# Lighthorne Heath Primary School Newsletter



Going fast

### Boundaries and Rules Workshop (Virtual)

Tue 26 May, 18:00 BST

Free



### Understanding Children's Behaviour virtual workshop

Mon 8 Jun, 12:30 BST

Free



### Sleep workshop (virtual)

Mon 18 May, 10:30 BST

Free



### Understanding your teenager workshop (virtual)

Tue 2 Jun, 09:30 BST

Free



### Parenting Together (virtual workshop)

Tue 26 May, 12:00 BST

Free



**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



<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.



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

### 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.



# Parent Workshop Supporting your Child with Anxiety

Join us at school on Wednesday 10 June at 1.45-3.15 for an informative workshop with strategies for managing your child's anxiety.

All parents/carers welcome!



Look out for information in the school newsletter on how to sign up, or visit the school office



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



## 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**

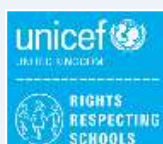
**Guidance and Support**

**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

Article 5, Parental Guidance, Article 18, Parental responsibility

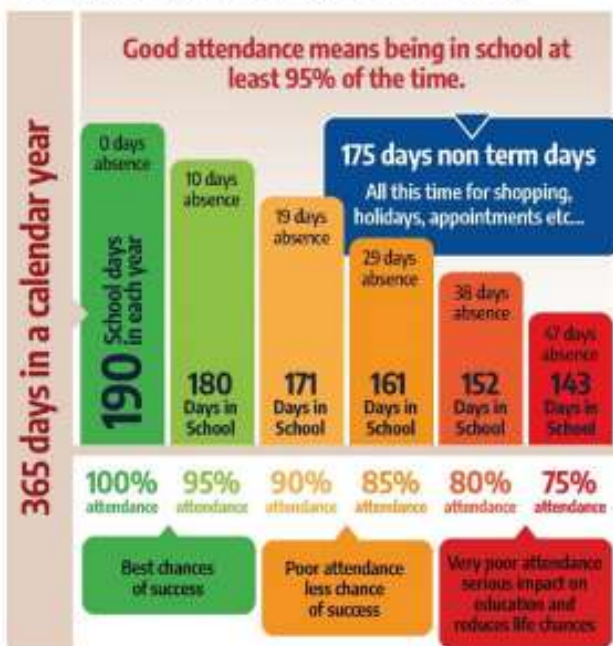


# Attendance and Punctuality



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.



UN Convention on the Rights of the Child

Article 29: Goals of education

Article 5, Parental Guidance, Article 18, Parental responsibility

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](http://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](http://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](http://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>

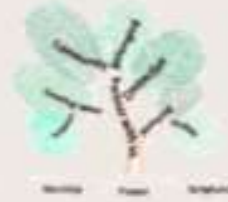
## Applying for a primary school place



## Applying for a Secondary School Place



St  
Laurence  
Lighthorne &  
Upper Lighthorne



# COMMUNITY CAFE



FREE REFRESHMENTS, ALL WELCOME

HALF TERM

ARTS AND CRAFTS



CHILDREN MUST  
BE ACCOMPANIED BY  
ADULTS

WEDNESDAY  
27TH 11-1

LIGHTHORNE  
HEATH VILLAGE  
HALL CV33 9UF



# SWIMMING CRASH COURSE

*Learn to Swim in Just a Few Sessions!*

## **Crash Courses 2026 @ Southam Leisure Centre**

### **May Half Term**

*Tues 26th May - Fri 29th May*

09:00 - Stage 5+ Skills

09:30 - Stage 4 Skills

10:00 - Stage 3 Skills

10:30 - Stage 1 & 2 Skills

All the above sessions are 4 days in length

**Costing £34.44**

Available to book at Reception or by Phone

**01926 817788**

Depending on numbers some of these sessions could change

**Limited Slots - Book Early**

*Learn. Splash.  
Swim with Confidence!"*

everyone  
ACTIVE

**SOUTHAM LEISURE CENTRE**

Address:

Welsh Road West,  
Southam CV47 0JW



DESIGNED FOR  
CHILDREN  
AGED  
**7-11**

**OFFICIAL JUNIOR PROGRAMME**

Jam packed with fun basketball games, festivals and rewards, giving children a great way to learn the basic skills of the game!

**TUESDAYS 4:30PM**

# **COMING SOON TO LIGHTHORNE HEATH**

Email [Amywidman@everyoneactive.com](mailto:Amywidman@everyoneactive.com) to find out more information and book!

# 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)

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



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Community information