

Newsletter 25
Friday 27th March 2026

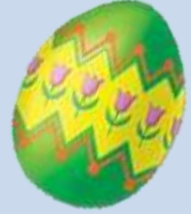
01926 640326
admin2064@welearn365.com



Reception



Easter



This week we have been learning all about Easter. We explored why Easter is celebrated and the different ways people celebrate. The children have enjoyed going on Easter egg hunts, taking part in egg-and-spoon races, and getting creative with a range of Easter crafts. We also made some delicious Easter treats to enjoy!

On Thursday, we welcomed parents in to showcase our dinosaur learning. We were so proud of the children for remembering their words and speaking confidently in front of an audience. Well done, Reception!



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

A special visitor!



**INSPIRING
CHILDREN**

We enjoy celebrating the special talents of our children and their families, and Tuesday's assembly was a lovely example of this.

Some of the children shared their own talents and staff were delighted to learn more about the sporting, creative, culinary and musical achievements taking place out of school. It was wonderful to see pupils feeling proud and confident.

We were also very pleased to welcome Malaya's dad, TJ, who is a talented pianist. He shared his beautiful music with the children and they really enjoyed the experience of hearing him play as well as having the opportunity to ask him about how he began his journey to become a musician and asking about the things that inspired his love of music. Thank you to TJ for sharing his time and his talent with our children.

We would love to hear about any other talented members of our school community. Visits to classes or assemblies can be a great way to inspire our children and help them discover new interests.





Lighthorne Heath Primary School Newsletter

We are delighted to celebrate Hudson's recent achievements in football. Hudson has been playing football for his local team, Upper Lighthorne Under 7s for two years.



Recently, talent spotters from Aston Villa came to see the team play. They were so impressed with Hudson's skills and talents in football, as well as his positive attitude and have invited him to train at Aston Villa's Pre Academy.

What amazing news, we are so proud of you, Hudson.

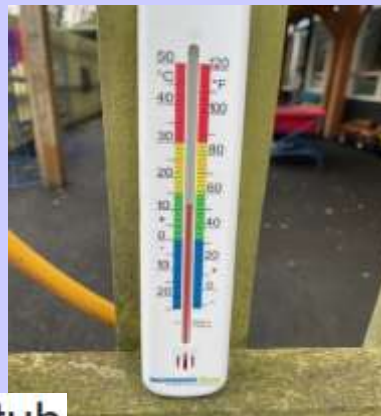


UN Convention on the Rights of the Child
Article 12: Views of the child Article 13: Freedom of expression
Article 31 Leisure, play and culture
Article 29: Goals of education

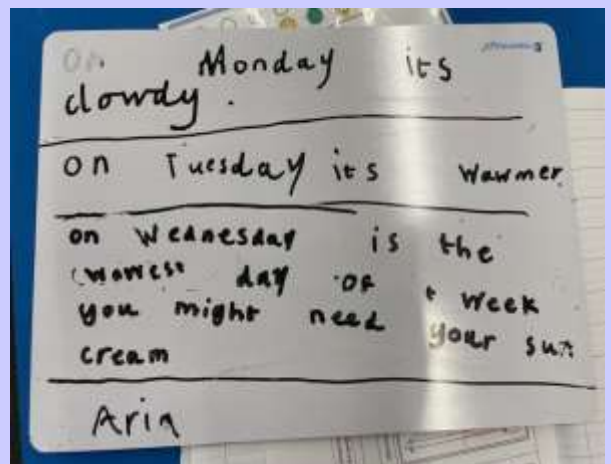
Science— Seasonal changes and weather.

This half term in Science, Year 1 and 2 have been exploring Seasonal changes as we move from Winter to Spring.

We thought about how the weather and temperature changes between these months. Using a thermometer and a digital anemometer we measured and recorded the outside temperature over 3 consecutive days. We watched a weather forecast for the week ahead. Using a print out of the forecast we wrote our own predictions about what the weather might do and thought about how it might effect our daily activities and the clothes that we wear.



a · nuh · mo · muh · tuh



UN Convention on the Rights of the Child

Article 29: Goals of education



Looking at Learning



Looking at Learning

This week, Year 3 and 4 have been exploring length and perimeter in their maths lessons. The children have enjoyed taking their learning beyond the classroom by using rulers and measuring tapes to measure a variety of objects around the school.

They have been developing their skills by learning how to measure accurately and record the lengths carefully.

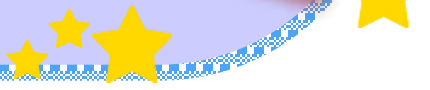


We also took some time out in the outdoor garden area to make plans on how to improve the space. The children are keen to get started with gardening- watch this space for regular updates!



We would like to include bird feeders and sunflowers.

Tables and chairs outdoors would be great!



Debate

Looking at Learning

Should most food come from farms or factories?

The children in years 5 & 6 have been preparing a debate about whether our food should come from farms or factories.

They worked in small teams to research different ideas for the question:

Should food come from farms or factories?

The children were allocated either farm or factory. They shared out the jobs and then got to work on their argument.

What is debating?

Debating is a form of argument. It is a formal way to discuss an issue or a topic.

What does opposing mean?

Opposing means in competition with something or someone. Both sides in a debate have opposing, or opposite points of view. Each team wants to convince the other side of their point of view.

There are normally two different sides in the debate context, each side with opposing points of view.

Whilst working on their own view-points, the children had to consider what the other team might say in order to be prepared for the challenge round

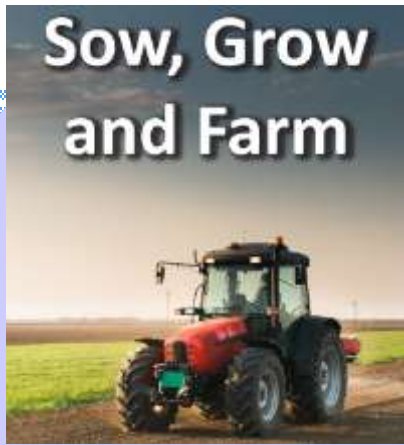
Debate Structure

- 1. Opening Statements**
Example:
"We believe food should mostly come from farms because it is healthier and better for nature."
- 2. Argument Round**
Teams present their points.
Example:
Farm team:
"Farms help protect wildlife habitats."
Factory team:
"Factories can produce large amounts of food quickly."
- 3. Challenge Round**
Pupils respond to the other team.
Example:
"I would like to challenge that idea because factory food can contain many additives."
- 4. Closing Statements**
Each team summarises their strongest argument.

KEY DEBATE RULES:

- Listen without interrupting
- Respect other opinions
- Use evidence or examples





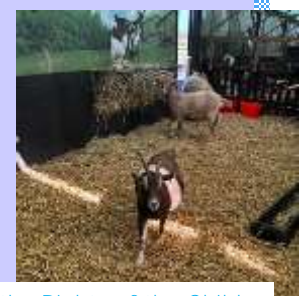
As a lovely end to their Sow, Grow and Farm topic, the children in years 5 & 6 went to Hatton Adventure World last Tuesday. We were happy to have beautiful weather too.

We enjoyed a variety of activities, including feeding and petting animals, watching an owl display where we could ask an expert lots of questions, holding a snake and lots more,

We enjoyed meeting Bananaby the Royal Python and Froth the Ashy Faced Owl.

This visit allowed the children to see how some of the knowledge that they have learned during their topic applies to real life situations. This included observing how farmers need to consider the seasons, weather and land types when planning their crops. The children were also able to discuss how various farming practices can have a positive and negative impact on the habitats of animals in an area.

The children enjoyed meeting various animals during their visit and were able to talk to the staff at Hatton about the life cycles of the animals, their position in the natural food web and about each species' unique nutrition requirements.



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?

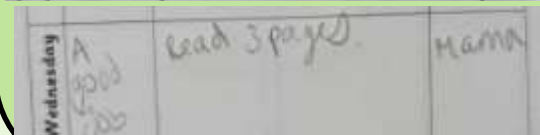
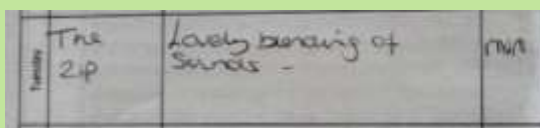
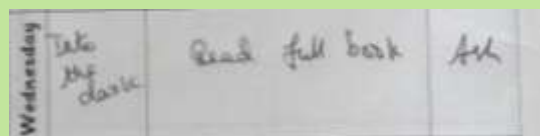
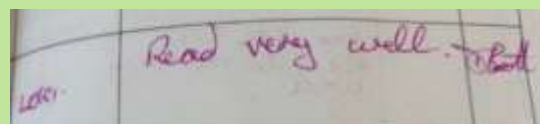
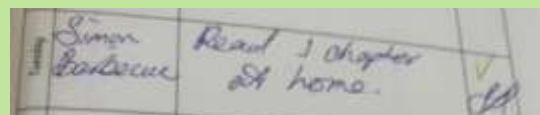
Encouraging Critical Thinking:

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.

On Tuesday, we welcomed Nicola from Warwickshire's Family Learning Service. Nicola led a delightful family session for children and their parents to listen to stories together and engage in a number of creative activities linked to these stories.

Thank you to the families who attended, it was lovely to see the children and adults learning together. We will be running a similar session next term so keep an eye on the newsletter and school communications for more details of how to book. Sessions are FREE to attend.

Warwickshire All and Family Learning

Family Reading Workshop

At Lighthorne Heath Primary School
On Tuesday 24th March
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.

Stories, arts, crafts, games, messy play and more.

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

You will be required to complete an enrolment

To book your place please contact the school office.

Warwickshire County Council

www.facebook.com/whpschool
www.tumblr.com/whpschool




Diary Dates



Spring Term	
March	
Monday 30th March—Friday 10th April	Easter holiday.

School Packed Lunches **Snack**

Healthy Carrot Muffins



Ingredients

- 70g brown sugar
- 70g granulated sugar
- 50g butter
- 80g Greek yoghurt
- 80g applesauce
- 3 eggs
- 1 tsp vanilla extract
- 245g pumpkin puree
- 2 large carrots, shredded
- 2 bananas, mashed
- 80g oats
- 275g plain flour
- 1 tsp salt
- 2 tsp bicarbonate soda
- 2 ½ tsp cinnamon

Method

1. Preheat the oven to 190°C.
2. Line a muffin tray with cupcake cases.
3. In a large bowl, mix the sugar and butter until it is combined well together.
4. Add in the yoghurt, applesauce, eggs, pumpkin puree, vanilla extract, carrots and banana. Stir it all well together.
5. In another bowl, stir together the flour, oats, salt, bicarbonate of soda and cinnamon.
6. Once the dry ingredients are well combined, add this into the wet mixture and stir well together.
7. Spoon the mixture into the muffin tray/cupcake cases evenly. Fill each cup to the top.
8. Bake in the oven at 190°C for 15-18 minutes or until when poked with a toothpick it comes out clean.

We wish all of our children and families a happy spring break and look forward to seeing you back in school on Monday 13th April.

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



HAF



Easter

Holiday

Activities

At **Lighthorne Heath Primary School**

TIMES

9.30am to 3.30pm

Monday
30th March
to Thursday
2nd April

Holiday Activities & Food Programme

FREE spaces available for all Lighthorne Heath children

BOOK NOW AT haf.onsidelive.co.uk







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>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.</p>	 <p>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.</p>	 <p>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!</p>	 <p>Accessible activities 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:

- | | | | |
|--|--|--|--|
| | 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

Lighthorne Heath Primary School Newsletter



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

Educaterers' New Menu

Next week 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.

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

Emotional Wellbeing and Mental Health



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
		1 Commit to being more active this month, starting today	2 Spend as much time as possible outdoors today	3 Listen to your body and be grateful for what it can do	4 Eat healthy and natural food today and drink lots of water.	5 Turn a regular activity into a playful game today
6 Do a body-scan meditation and really notice how your body feels	7 Get natural light early in the day. Dim the lights in the evening	8 Give your body a boost by laughing or making someone laugh	9 Turn your housework or chores into a fun form of exercise	10 Have a day with less screen time and more movement	11 Set yourself an exercise goal or sign up to an activity challenge	12 Move as much as possible, even if you're stuck inside
13 Make sleep a priority and go to bed in good time	14 Relax your body & mind with yoga, tai chi or meditation	15 Get active by singing today (even if you think you can't sing!)	16 Go exploring around your local area and notice new things	17 Be active outside. Plant some seeds and encourage growth	18 Try out a new exercise, activity or dance class	19 Spend less time sitting today. Get up and move more often
20 Focus on 'eating a rainbow' of multi-coloured vegetables today	21 Regularly pause to stretch and breathe during the day	22 Enjoy moving to your favourite music. Really go for it	23 Go out and do an errand for a loved one or neighbour	24 Get active in nature. Feed the birds or go wildlife-spotting	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
27 Find a fun exercise to do while waiting for the kettle to boil	28 Meet a friend outside for a walk and a chat	29 Become an activist for a cause you really believe in	30 Make time to run, swim, dance, cycle or stretch today			

ACTION FOR HAPPINESS

Happier · Kinder · Together

22 Enjoy moving to your favourite music. Really go for it

28 Meet a friend outside for a walk and a chat

13 Make sleep a priority and go to bed in good time

Check out Action for Happiness' Active April calendar for daily ideas to support an active lifestyle and healthy body and mind.



ACTION FOR HAPPINESS

Happier · Kinder · Together



Lighthorne Heath Learning Heroes

Reception

Mrs Gill has chosen Harleigh-Rae as her Hero of the Week for her brilliant engagement with all learning activities. She has been working incredibly hard on her phonics, especially her blending skills, and has shown a fantastic can-do attitude throughout. Great work, Harleigh-Rae, keep it up!

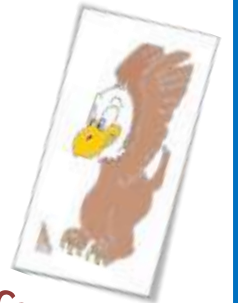


Co-

Years 1 & 2

This week, we have chosen Archie as our Y1 & 2 hero. Archie displays a wonderful attitude towards his work, always willing to try his best and to have a go! He has particularly impressed us with his efforts in helping around the classroom and being the first to support his peers. Great job Archie!

Have a go



Concentrate

Persevere

Years 3 & 4

This week, Mrs Madahar has chosen Ben as the Year 3 and 4 Class Hero. He has been using his learning characters to concentrate and show great focus in his work. Well done, Ben!



Be curious!

Keep
improving

Years 5 & 6

The hero in Years 5 & 6 this week is Callum. During our debate, Callum was able to share his opinions and back up his arguments well. He was an active participant and worked particularly hard. Well done, Callum.



Enjoy learning

Use your imagination



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

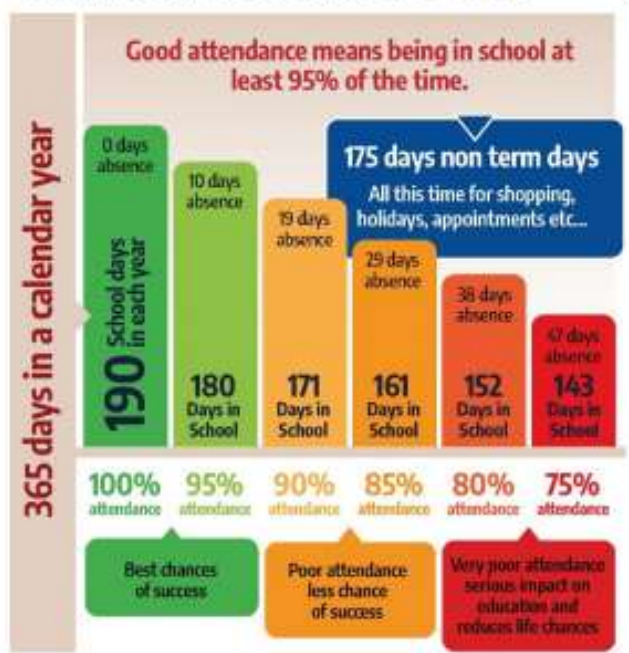


Attendance and Punctuality

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.

What Parents & Educators Need to Know about AI-GENERATED VIDEOS

WHAT ARE THE RISKS?

AI-generated videos are increasingly difficult to spot and easy to share. From fake news clips to deepfake abuse, children and young people face new risks every day online. These videos can imitate real people, spread false narratives or even generate harmful content from scratch. Understanding these dangers is crucial for schools and families who want to protect children in a fast-evolving digital world.

DEEPFAKE ABUSE CONTENT

Shockingly, artificial intelligence is now being exploited to create child sexual abuse material (CSAM). These synthetic images and videos are a form of digital abuse, often generated by manipulating real children's photos, including ones shared innocently online. Worryingly, the Internet Watch Foundation (IWF) has identified a sharp rise in this disturbing trend. Whether real or AI-generated, this content causes lasting trauma – and its creation or possession remains a criminal offence under UK law.

BLURRED REALITY

Regular exposure to fake content can erode a child's trust in real-world evidence. If everything can be faked, they may begin to question genuine videos – including actual abuse or injustices. This is known as the 'liar's dividend', where real harm is dismissed as fake news. It can discourage victims from coming forward or speaking up.

USED FOR BULLYING

Deepfake technology is already being used by peers to create embarrassing or explicit clips of classmates. These videos can be edited to appear as though a child said or did something they never did. Once shared, they are almost impossible to delete completely. AI-generated bullying adds a new layer of harm that is deeply personal and difficult to prove.

EMOTIONAL MANIPULATION

AI-generated videos can be used to provoke strong emotions, including fear, anger or guilt. Fake footage of crying children, injured animals or burning buildings may be created purely for clicks, donations or political influence. Children may feel upset or powerless, unaware that what they are watching has been digitally invented to manipulate their reaction.

DISINFORMATION

AI-generated videos can spread fake news, making it harder for children to separate fact from fiction. Fake clips may include deepfake interviews, hoax disasters or fabricated health claims. AI is already being used to produce misleading or persuasive material that appears authentic. If they don't develop media literacy, children may accept false content as truth.

IMPERSONATION AND SCAMS

With just a few photos or voice clips, AI tools can imitate someone's appearance or speech. This makes it easier for scammers or bullies to create fake videos of children, teachers or celebrities. These impersonations can be used for fraud, harassment or humiliation – and can spread quickly through social media or group chats, due to the viral potential of video. In particular, on social media.

Advice for Parents & Educators

TEACH HOW IT WORKS

Explain to children that videos can be faked – and show them how. Demonstrating side-by-side examples of real vs AI-generated clips helps to build awareness. Discuss how faces, voices and even movements can be copied by machines. Understanding the technology reduces fear and builds confidence in navigating digital content safely.

TALK ABOUT TRUST

Always keep lines of communication open. If a child sees something upsetting or unbelievable, they should feel safe discussing it without judgement. Create an environment where they know they will not get in trouble for asking questions. This also helps you step in quickly if harmful content has been shared: trust is vital and needs to be nurtured.

ENCOURAGE CRITICAL QUESTIONS

Help children question what they watch. Who made this? Why was it made? Is it trying to persuade me? These habits encourage digital thinking, especially when videos seem too shocking or convenient. Reinforce that not everything shared by friends or influencers is true, even if it looks convincing at first, and that the initial approach should always be one of speculation.

STRENGTHEN PRIVACY SETTINGS

Advise children not to share voice notes, selfies or personal videos on public platforms. AI tools often scrape content from social media to create deepfakes. Use privacy controls to limit who can see their content and turn off facial recognition where possible. Fewer public images means fewer opportunities for misuse.

Meet Our Expert

Brandon O'Keefe is a headteacher and digital education consultant with over a decade of experience in education. As Director of Digital Strategy across multiple schools and an advisor to The National College, he specialises in digital safety, PREVENT, and pastoral care.



#WakeUpWednesday

The National College

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@wake.up.wednesday

@wake.up.weds

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Online Safety Information



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



Palm Sunday

Join us to explore the Easter story through craft, songs and teaching.

A free meal is provided.

Ideal for children and their families.

To book please scan QR code
or visit www.stlaurencelighthorne.org/whats-on

let us know how many are coming and any food
allergies

Sunday 29th March
4 - 5.30pm

Lighthorne Heath Village Hall





A MULTI-SENSORY STORYTELLING EXPERIENCE FOR UNDER 5'S

Open the pages of imagination as we explore books and stories through singing, performance storytelling, phonics, british sign language, and a HUGE range of weekly play activities such as messy play, mark making, sensory play, small world, numeracy and SO much more! We explore a new theme and book every week. Our classes are perfect for individuals or siblings, we have something for everyone!

Classes coming to Lighthorne Heath Village Hall!

To enquire please email Kate on
warwickleamingtonspa@storyimaginary.co.uk or visit
www.warwickleamingtonspa.storyimaginary.co.uk

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



Each mobile library stocks:

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

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

Join the Fun! Youth Cricket 2026 at Leamington Khalsa CC

All Stars Cricket (Ages 5-8)



A fun, game-based introduction to the sport that builds the foundations of physical activity and cricket skills in a safe environment.

All Stars Player Pack



Every participant receives a personalized T-shirt, a backpack, a cricket bat, and a ball.

Dynamos Cricket (Ages 8-11)



Focuses on developing specific cricket skills each week, ending with an exciting 60-ball "countdown cricket" match to build confidence.

Dynamos Personalised Kit



Includes a personalized Dynamos T-shirt and exclusive Topps Wildcards to collect.

Dates and Logistics



**Every Friday from
May 15 to July 10, 2026**

The 8-session course runs weekly from 18:00 to 19:00 (note: no session on May 29).

£50

**Price: £50 for
the Full Season**

The cost covers all 8 coached sessions and the participant's merchandise pack.



**Location:
Lighthorne Ground**
Held at Leamington Khalsa Cricket Club @ Lighthorne, Chesterton Bd, Warwick CV35 0AB.

Get Involved & Contact



Become a Parent Activator

Parents and carers are invited to help out on the pitch; no cricket expertise is required to support the Lead Activator.



Lead: Yohan Mendis

For more information, email Yohan yohan.mendis@gmail.com.



Scan to Register for All Stars



Scan to Register for Dynamos