



Convention on the Rights of the Child
Article 29: Goals of Education

News Flash!

In assembly on Tuesday, Y3 Herons shared their learning based on the Ted Hughes' classic text, "The Iron Man." As part of this English topic, pupils worked in groups to create live news reports describing a key part of the story - the arrival of a space-bat-dragon in Australia. They then had fun as newsreaders, presenting their reports.



Here is Kavya's fantastic, live news report:



Breaking News! Yesterday, a giant horror attacked Australia and many people across the world discovered the immense beast flapping its wings over tall buildings.

First, the intense mammoth looked for delicious food to gobble up. Petrified people sprinted to find shelter for their safety and to escape from the space-bat-dragon.

A few days later, the astronomers discovered the colossal, dangerous dragon and they began blocking the area and started investigating.

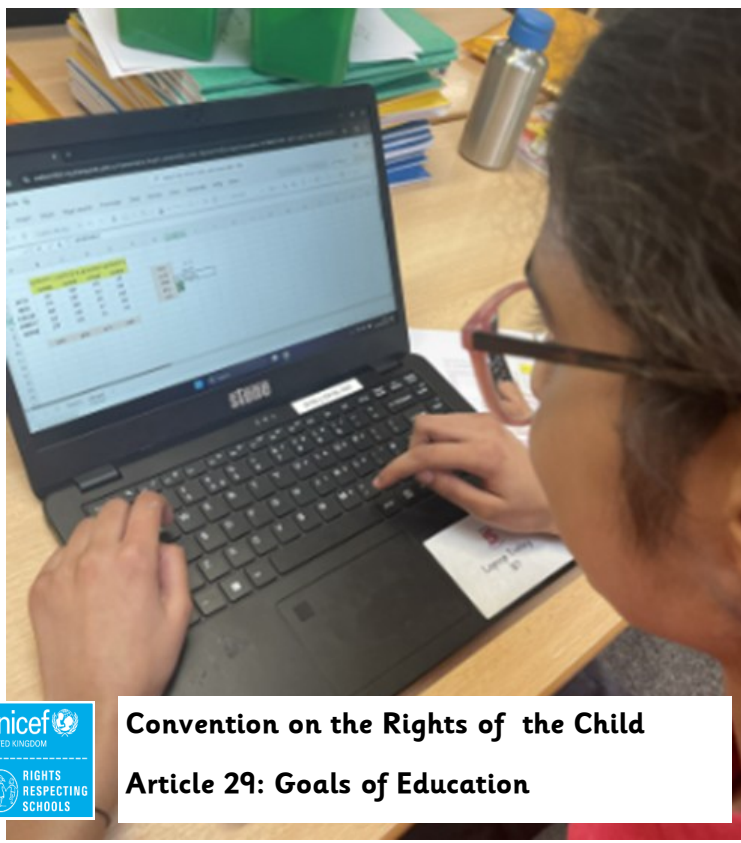
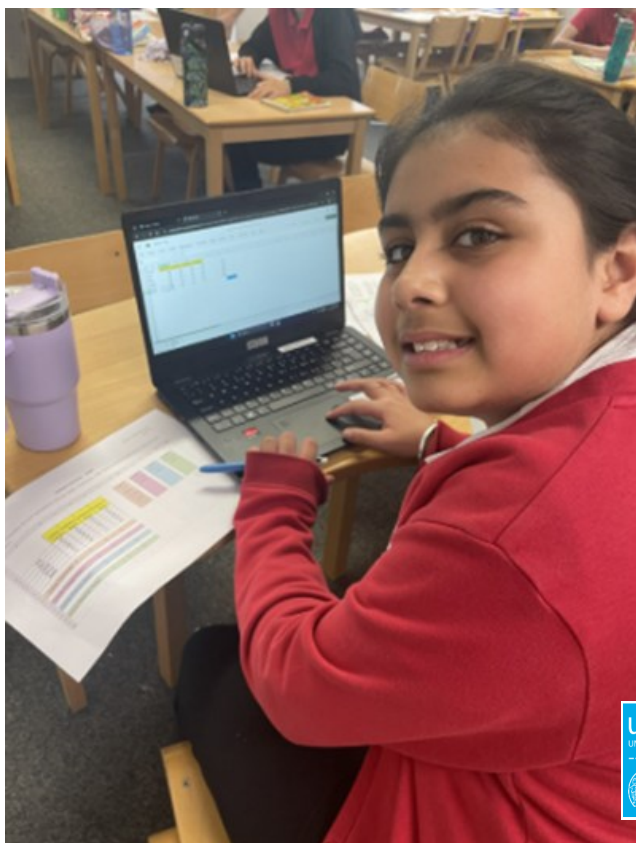
This morning, the emergency services came and helped all the local people to keep them safe but it looks like the beast has disappeared.

More updates coming soon. Thank you for watching—keep an eye out for the beast and goodbye for now!

News Flash!

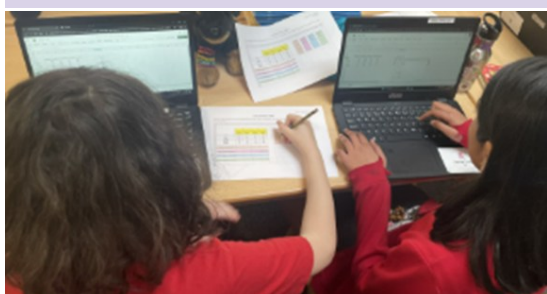






Convention on the Rights of the Child
Article 29: Goals of Education

In computing this term, Y6 pupils have been using different software packages to manipulate data. This week they worked with Excel, using to perform functions, including =SUM, =AVERAGE, =MIN and =MAX. The children learnt how to input data, and use the correct formula to answer a mathematical question—a useful skill in life.



Y6 Computing

Activity 1: Using Functions

- Open a new Excel spreadsheet and save it with the filename 'Using Functions'.
- Look at the data provided on [Using Functions – Data](#) handout.
- You will then need to write formulae using the following functions:
 - =SUM
 - =AVERAGE
 - =MIN
 - =MAX
- Remember to save your work regularly.
- The answers to the activity are on the following slide.

	B	C		
	Activity 1 Score	Activity 2 Score	Activity 3 Score	Activity 4 Score
Ava	48	40	45	78
Ben	54	66	75	84
Chloe	68	90	44	88
Dhruv	35	59	77	80
Eddie	25	68	74	16
Activity Total Score				
Activity Average Score				
Minimum Score				
Maximum Score				



Forest School Club



Convention on the Rights of the Child
Article 15: Freedom of Association

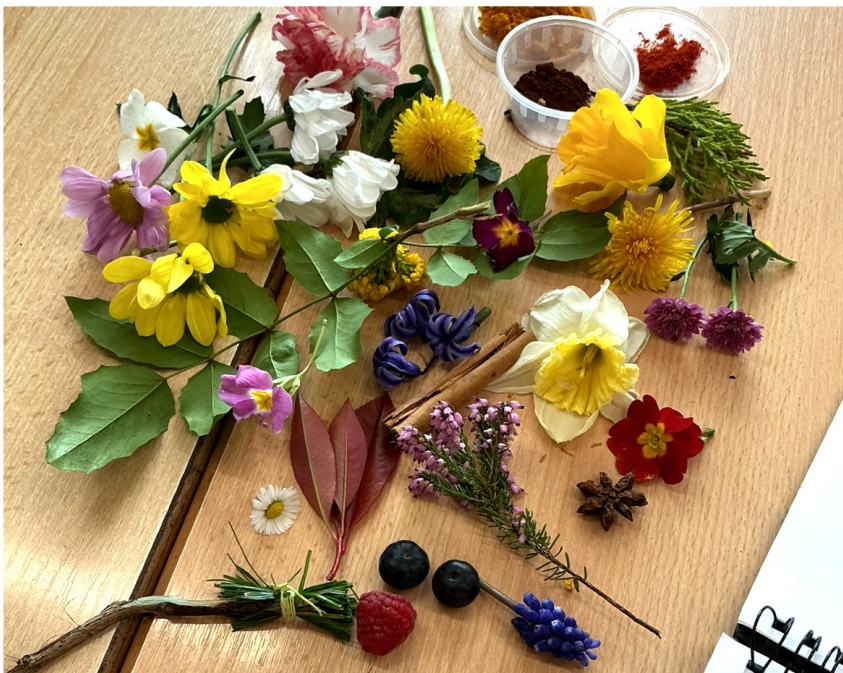


Children who attend Forest School Club have been enjoying making living spaces from natural materials. The children had to think creatively, collaborate and use their imagination to build their living spaces—well done!

Art From Nature

Inspired by the work of Frances Hatch, pupils Y3 pupils have been exploring how to make paint using natural pigments. Using the *Primal Painting* resource, they became curious about their surroundings and foraged for natural materials such as leaves, soil, spices and petals. Pupils then experimented by crushing and mixing these materials to create their own paints.

Pupils in Y1 have also been exploring art through watercolour paintings. They created careful artworks featuring Spring flowers and also worked hard at markmaking to create nature-inspired art.



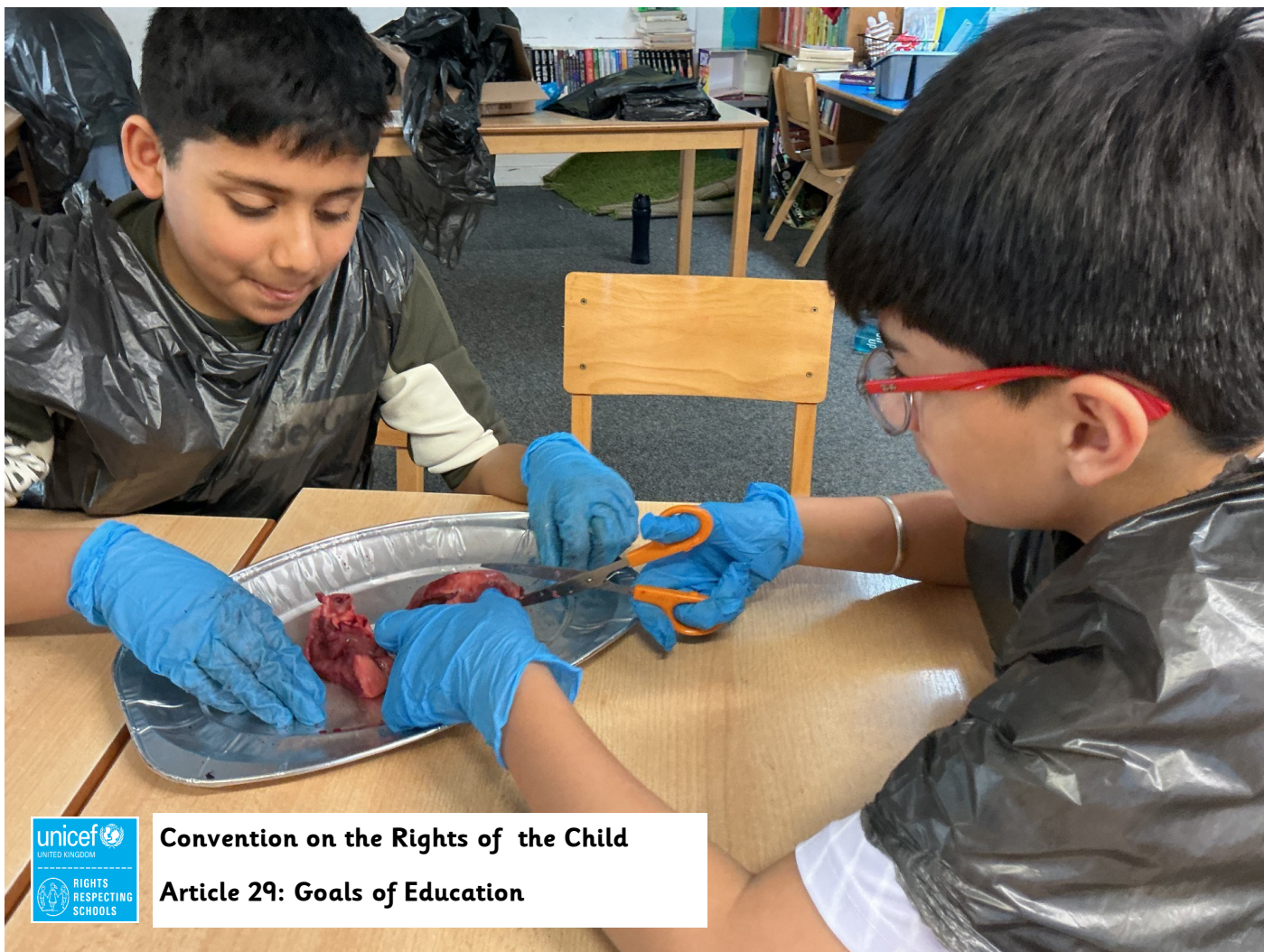
Convention on the Rights of the Child

Article 29: Goals of Education



Art From Nature



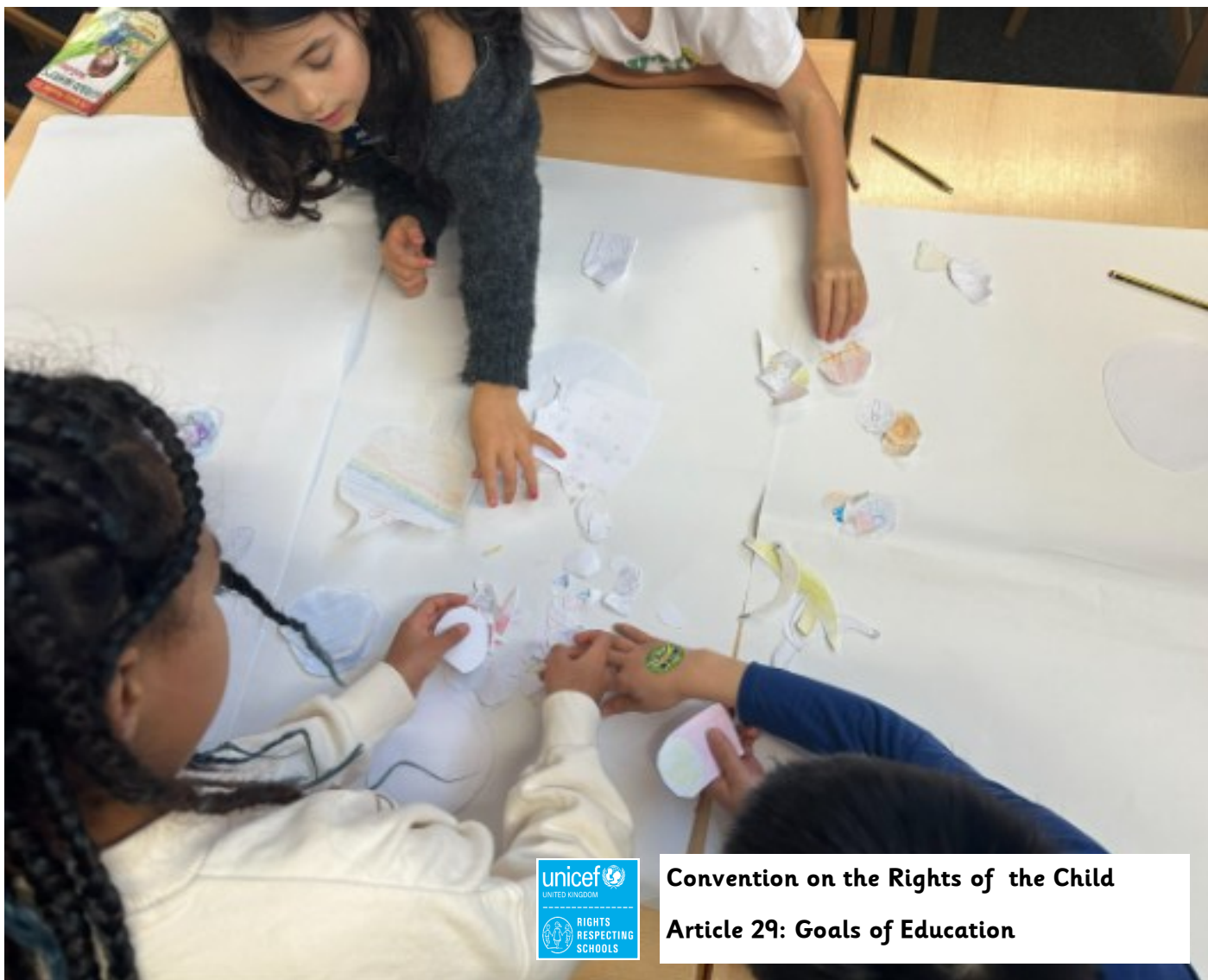


Convention on the Rights of the Child
Article 29: Goals of Education

This term in Science, Year 6 have been learning about the circulatory system, developing their understanding of how the heart functions to pump blood around the body. As part of this learning, pupils had the opportunity to carefully dissect a sheep's heart, allowing them to see first-hand the structure of this vital organ. They identified key parts including the atria, ventricles, valves, and major blood vessels such as the aorta and vena cava, and discussed how these structures work together to ensure oxygenated and deoxygenated blood are transported efficiently.

This practical experience links directly to the Key Stage 2 Science curriculum which requires pupils to describe the functions of the heart, blood vessels, and blood. Although this practical activity was challenging for some pupils, we were really proud of their have-a-go attitude and attention to detail.

Y6 Biology



Convention on the Rights of the Child
Article 29: Goals of Education

This week, Year 4 proudly completed their Art unit, Festival Feasts. Throughout the topic, the children explored food as inspiration for art, developing a wide range of artistic skills . To bring all of their learning together, pupils created their own picnic set artworks, carefully designing them as if they were laid out on a table. They applied key techniques they have practised over the unit, including composition, sketching, colour blending, shading and proportion .

It was fantastic to see how confidently the children used these skills to create detailed and vibrant pieces. They showed great attention to detail, thinking carefully about how objects are arranged and how to make their work look realistic and visually appealing

Festival Feasts



YR Handwriting

Convention on the Rights of the Child

Article 29: Goals of Education

Reception have been working on developing their tripod grip in handwriting. The children are now confidently holding their pencils, which enables them to better control their pencil strokes.

This half term, the focus has been on “one-armed robot” letters. These letters start at the top, go down, bounce back up, and then go round. It is important that the children follow the success criteria to ensure their letters are formed correctly and that they are using the correct pencil strokes.

Reception have also thoroughly enjoyed using their new Penpals books, which have supported them in improving their letter formation.

Across the school, we teach handwriting using the PenPals scheme of work. The Penpals handwriting scheme is a structured programme designed to help children develop clear, fluent, and confident handwriting skills. It uses a progressive approach that begins with basic mark-making and letter formation in the early years, gradually building towards joined, cursive handwriting as pupils move through primary school. The scheme places strong emphasis on correct letter formation, consistent sizing, spacing, and posture, helping children to develop good habits from the outset. Through engaging activities and regular practice, Penpals supports pupils in becoming comfortable and efficient writers, which in turn enhances their overall communication and learning.

The programme of study within Penpals is carefully sequenced to match children's developmental stages. It typically starts with gross and fine motor skill development, then introduces individual letter shapes grouped by formation patterns, before progressing to joins, words, and extended writing. Alongside handwriting practice, the scheme reinforces spelling patterns and phonics, making it a cross-curricular tool that supports literacy as a whole.

Handwriting is an important skill because it supports children's ability to communicate their ideas clearly, build confidence in their work, and develop key literacy skills such as spelling and composition. When handwriting becomes fluent and automatic, children can focus more on what they want to say rather than how to form letters. Parents can support this at home by encouraging regular, short practice sessions, modelling correct letter formation, and providing opportunities for writing in everyday activities such as shopping lists, cards, or diary writing. Ensuring children use a comfortable pencil grip and maintain good posture can also make a big difference to their progress.

PenPals Handwriting Scheme



Convention on the Rights of the Child

Article 29: Goals of Education

PenPals Handwriting Scheme



Letter formation guide for home

Please see below for the correct formation of each letter in line with our PenPal handwriting scheme.

a b c d e f g h i j

k l m n o p q r s

t u v w x y z

Upper case letter formation:

A B C D E F G H I

J K L M N O P Q

R S T U V W X Y Z



Saving Lives

In PSHE, Year 5 have been learning how to respond safely and sensibly in emergency situations. As part of our lessons, the children acted out different scenarios and discussed the importance of staying calm, even when situations feel serious or stressful. We explored the 'Safety Star' approach — Stop, Think, Assess, React — and talked about how it is essential to keep yourself safe first, even if you are helping someone else. The class also watched an informative video by St John Ambulance, where they learned when and how to use the recovery position. Following this, the children practised the steps carefully with their partners, demonstrating great focus and remembering to stay calm throughout.

Putting someone into the Recovery Position

Step 1



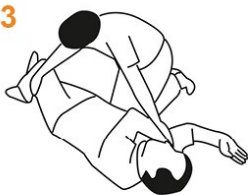
Put the hand closest to you by the head (as if the person was waving).

Step 2



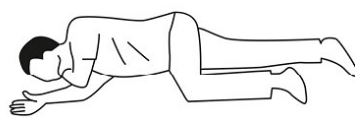
Put the arm furthest away from you across the chest, so that the back of the hand rests against the cheek.

Step 3



Hold the hand in place and lift up the knee furthest away from you, making sure the foot is planted firmly on the ground.

Step 4



Push down on the bent leg to turn the person on their side and call 999.



Convention on the Rights of the Child
Article 24: Health

Year Two have been exploring *The Storm Whale* and, in this learning, focused on developing a deeper understanding of the characters by considering events from both Noi's and the whale's perspectives.

The children explored a range of emotions, with curiosity playing a key role in their responses to the characters. They engaged in thoughtful discussions, reflecting on what has happened in the story and considering how each character might be feeling at different points. This helped to deepen their understanding of the text while encouraging empathy and more detailed, reflective thinking.

Guided Reading



Convention on the Rights of the Child
Article 29: Goals of Education



Expressive Painting

This week, Year 2 took part in an exciting and creative lesson exploring expressive painting and colour mixing. They studied the work of artists such as Georgia O'Keeffe, Claude Monet and Mark Rothko, discussing how each created different effects through their use of colour, texture and painting techniques.

Using cardboard as palettes, the children practised mixing colours to create a range of new shades and tones. They then experimented with a variety of tools, including string, toothbrushes, forks, sponges and brushes, to apply paint in different ways. This helped them explore texture and pattern while developing their confidence in expressing ideas through art.

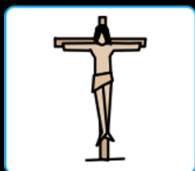
The lesson fostered creativity, curiosity and a willingness to experiment, resulting in a collection of vibrant and unique pieces



Convention on the Rights of the Child

Article 29: Goals of Education

Celebrating Easter



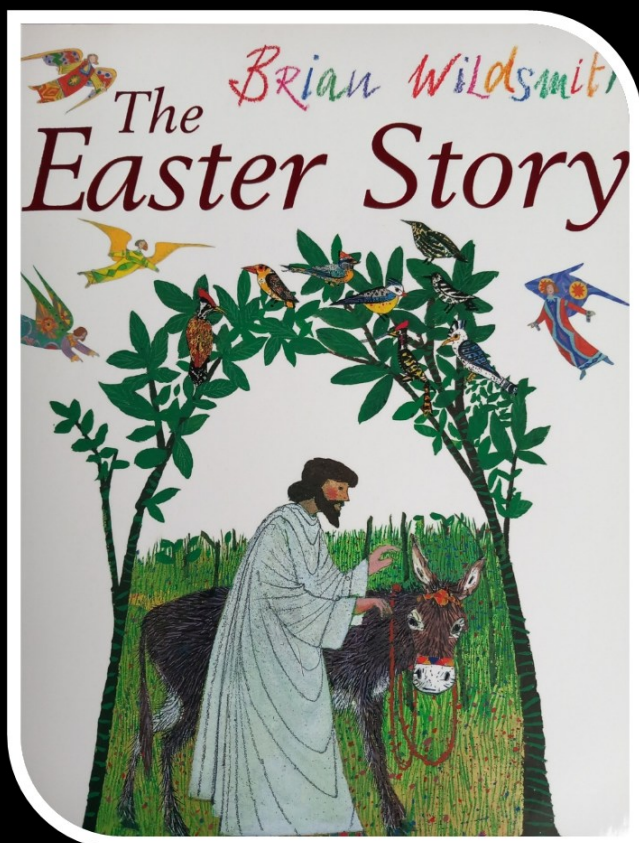
On Monday, Miss Glenny talked to the whole school in assembly about the Christian festival of Easter. The story of Jesus' crucifixion and resurrection was told in an age-appropriate manner using words, music, Communicate in Print symbols and the wonderful picture book by Brian Wildsmith, "The Easter Story"

Pupils were also asked to be mindful when enjoying Easter treats such as chocolate eggs and hot cross buns and to take a moment to remember the significance for Christians of these special items.



Convention on the Rights of the Child

Article 14: Freedom of Thought, Belief and Religion





Easter Experience at St Mary's

Year 6 had a fantastic time at St Mary's Church on Thursday, where they explored the events surrounding the death of Jesus and considered the question of who was responsible.

Through a modern-day retelling of the Easter story, pupils took on the role of crime scene investigators, examining evidence and reflecting on different perspectives to reach their own conclusions. This engaging approach brought the story to life and encouraged thoughtful discussion.

The experience also helped deepen pupils' understanding of the significance of Easter for Christians. They learned that Easter is one of the most important events in the Christian calendar, commemorating the death of Jesus on Good Friday and celebrating his resurrection on Easter Sunday.



Convention on the Rights of the Child

Article 14: Freedom of Thought, Belief and Religion

Reception had a wonderful last day of term, immersing themselves in a range of religious experiences. The children enjoyed tasting dates and hot cross buns, while learning about the significance of different foods in religious celebrations. They also explored the meaning of the Easter egg as a symbol of new life, before taking part in their own exciting egg hunt to find Easter bubbles, which they had great fun playing with afterwards.

In the afternoon, the children reflected on one of the most important aspects of religious festivals: bringing friends and families together. It was lovely to welcome families into school to celebrate Eid, with food, dancing and mehndi, creating a joyful and memorable end to the term.

Knowledge & Understanding of the World



Convention on the Rights of the Child

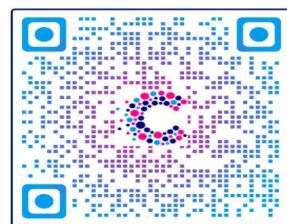
Article 14: Freedom of Thought, Belief and Religion



CANCER RESEARCH UK



A team of Sydenham Staff are busy preparing for their climb up Mount Snowdon on April 18th in aid of Cancer Research. Training walks have taken place in the Malvern Hills and Stratford. We have experienced some challenging weather as well as a bit of sunshine! We have also been busy fundraising and have made a great start to the fund so far. Our cake sale this week was a tremendous success! Details of our sponsored fun run raking place on 17 April 2026 are being sent under separate cover. Please scan the QR code at the bottom of the page should you wish to make a donation.

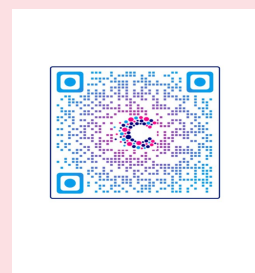
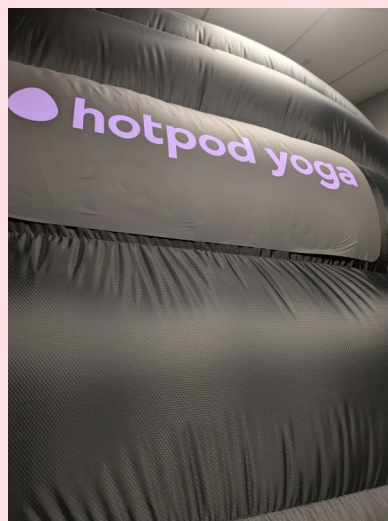




We received some really generous and wonderful donations of home made cakes which flew off the shelf. The cupcakes, brownies, cinnamon buns, Malteser cakes, flapjacks, and banana cakes, Bundt cakes and lemon cakes to name but a few were not around for long. Our popular donations of shop bought cakes also went down a treat!



We have a Hotpod Yoga class planned this weekend. Hotpod Yoga Leamington have very kindly offered us free use of the pod with an instructor. We have 21 members of the school community attending and have raised £300 . Photos to follow!



Scale and

Children's Art & Sculpture Workshops

Children aged 6-12 years
10am - 4pm
(wraparound care available)
Warwick Preparatory School
Warwick, CV34 6PL

START HERE

Book
online now!

Free and assisted
places for those
on low income



30 March - 1 April
Easter Half-Term

PANGAEA
SCULPTORS'
CENTRE

admin@pangaeasculptorscentre.com
@pangaeascentre
Pangaeasculptorscentre.com



CHILDREN
& FAMILY
SUPPORT



Information, advice and one-to-one support for families with children and young people aged 0-25 across Warwickshire on issues including:

Behaviour Management
Parenting Worries of Concerns
Sleep advice
Health and Wellbeing advice

Telephone Support

Speak directly with a family support worker by calling 01926 414 144, select option 1, then option 2
Available Monday- Friday 9am - 4pm

Local Drop-In Sessions

Kenilworth Library, Monday's 9.30am - 11.30am
Kingsway Children & Family Centre, Tuesday's, 1pm- 3pm
Lillington Children & Family Centre, Friday's 11.30am - 1.30pm

Scan the QR Code to view the list of Family Support drop-ins available in your area





SUMMER TERM VIRTUAL WORKSHOPS & PROGRAMMES WITH THE FAMILY & RELATIONSHIP TEAM

Workshop/ Programme	Date and Time	Venue
Parenting Together	21st March 09:30am - 11:30am	Virtual
Understanding Children's Behaviour	26th March 09:30am - 11:30am	Virtual
Understanding Your Teenager	30th March 10:00am - 12:00pm	Virtual
Routines	31st March 10:00am - 12:00pm	Virtual
Boundaries and Rules	1st April 14:00pm - 16:00pm	Virtual
Sleep	2nd April 09:00am - 11:00am	Virtual
Parenting Together	7th April 11:30am - 13:30pm	Virtual
Understanding Children's Behaviour	8th April 13:30pm - 15:30pm	Virtual
Understanding your teenager	9th April 12:00pm - 14:00pm	Virtual



SUMMER TERM VIRTUAL WORKSHOPS & PROGRAMMES

Workshop/Programme	Date and Time	Venue
Working it out together Co-Parenting in a positive way	4- week programme 15th April 13:00pm - 14:30pm	Virtual
Working it Out Together Co-Parenting in a positive way	4- week programme 15th April 18:00pm - 19:30pm	Virtual
Routines	25th April 09:00am-11:00am	Virtual
Understanding Children's Behaviour	7th May 09:30am-11:30am	Virtual
Sleep	18th May 12:30pm - 14:30pm	Virtual
Parenting Together	26th May 13:00pm-15:00pm	virtual
Routines	27th May 12:00pm- 14:00pm	virtual



**Book your
free place**

For further information about all our workshops/
programmes please email the Family & Relationship Team:
ehparenttrainers@warwickshire.gov.uk



SUMMER TERM VIRTUAL WORKSHOPS & PROGRAMMES

Understanding your teenager	28th May 09:00am - 11:00am	Virtual
Talking Teens	9th June 09:30am - 11:30am	Virtual



Scan the QR
Code to
book your
free place

For further information about all our workshops/ programmes please email the Family & Relationship Team: ehparenttrainers@warwickshire.gov.uk

SPA THEATRE
COMPANY JUNIORS


PRESENTS


BUGSY MALONE

16-18 April 2026

The Bridge House Theatre, Warwick

TICKETS ON SALE NOW

 www.bridgehousetheatre.co.uk

 01926 776438



NODA
for every stage

BUGSY MALONE

STEP into a whimsical world of gangsters and gumdrops with “Bugsy Malone”, a vibrant musical that blends the charm of the 1920s with the playful innocence of childhood. Set in a bustling New York City, the story follows the loveable Bugsy Malone, a soft-hearted hustler who dreams of a life beyond the gritty streets. Amidst the rivalry between rival gangs - Fat Sam’s and Dandy Dan’s - Bugsy finds himself entangled in a hilarious battle of wits, romance and the ever-dreaded splurge gun. With catchy tunes, dazzling choreography and a cast of talented young performers, “Bugsy Malone” is a delightful celebration of friendship, ambition and the joy of youthful adventure. **Join us for music and laughter that will leave you tapping your feet and humming along!**

2026 DATES & TIMES

Thurs 16 Apr, 7.30pm

Fri 17 Apr, 7.30pm

Sat 18 Apr, 11.30am

Sat 18 Apr, 4.30pm

BOOK TICKETS:

www.bridgehousetheatre.co.uk

t: 01926 776438

e: boxoffice@bridgehousetheatre.co.uk

Adults - £21

Children/OAP - £17

Group: 2 Adults/2 Children - £68

(Tickets include £1 booking fee per ticket)

SHOW WARNING:

**There are times when
strobe lighting is used.**



**SPA THEATRE
COMPANY**
JUNIORS

SPA THEATRE COMPANY PRESENTS ALAN PARKER'S BUGSY MALONE Play by Alan Parker. Words and Music by Paul Williams. By arrangement with Faber Music Ltd on behalf of Warner/Chappell Music Ltd



Diary Dates

School closed for the Easter holidays from

Monday 30th March—Friday 10th April.

Pupils return to school for the Summer Term on Monday 13th April

Thursday 16th April	Family Learning, “Soothing Sacks” workshop, 1.50—3.15
Monday 20th April	Shakespeare Week.
Tuesday 21st April	YR visit to Cotswold Farm Park.
Thursday 23rd April	Family Learning, “Soothing Sacks” workshop, 1.50—3.15
Thursday 23rd April	Y3 visit to Coventry Cathedral (no swimming for Y3 Doves.)
Monday 27th April	YR dental survey.
Thursday 30th April	Family Learning, “Soothing Sacks” workshop, 1.50—3.15
Monday 4th May	Bank holiday—school closed
Thursday 7th May	Family Learning, “Soothing Sacks” workshop, 1.50—3.15
Monday 11th May	Y6 SAT’s - Grammar, Punctuation and Spelling papers.
Tuesday 12th May	Y6 SAT’s—Reading paper.
Wednesday 13th May	Y6 SAT’s—Maths Arithmetic and Reasoning papers.
Thursday 14th May	Y6 SAT’s—Maths Reasoning paper.
Monday 18th May	School photographer visiting to take class photo’s.
Monday 18th May	YR vision screening.
Monday 22nd May	MUFT (non-uniform) day—please make a donation to School Fund via Parent Pay if your child chooses to wear their own choice of clothes.

School closed for the half-term holiday from

Monday 25th March—Friday 29th March.

Monday 1st June—school closed for staff training (INSET)

Pupils return to school on Tuesday 2nd June





Sydenham Superstars



YR and Key Stage One



Key Stage Two