

Exploring Identity



Convention on the Rights of the Child
Article 13: Freedom of Expression

This week, Year 6 pupils began exploring artists who express identity through their work. Take a look at their fantastic sketchbook pages showcased in this week's newsletter.



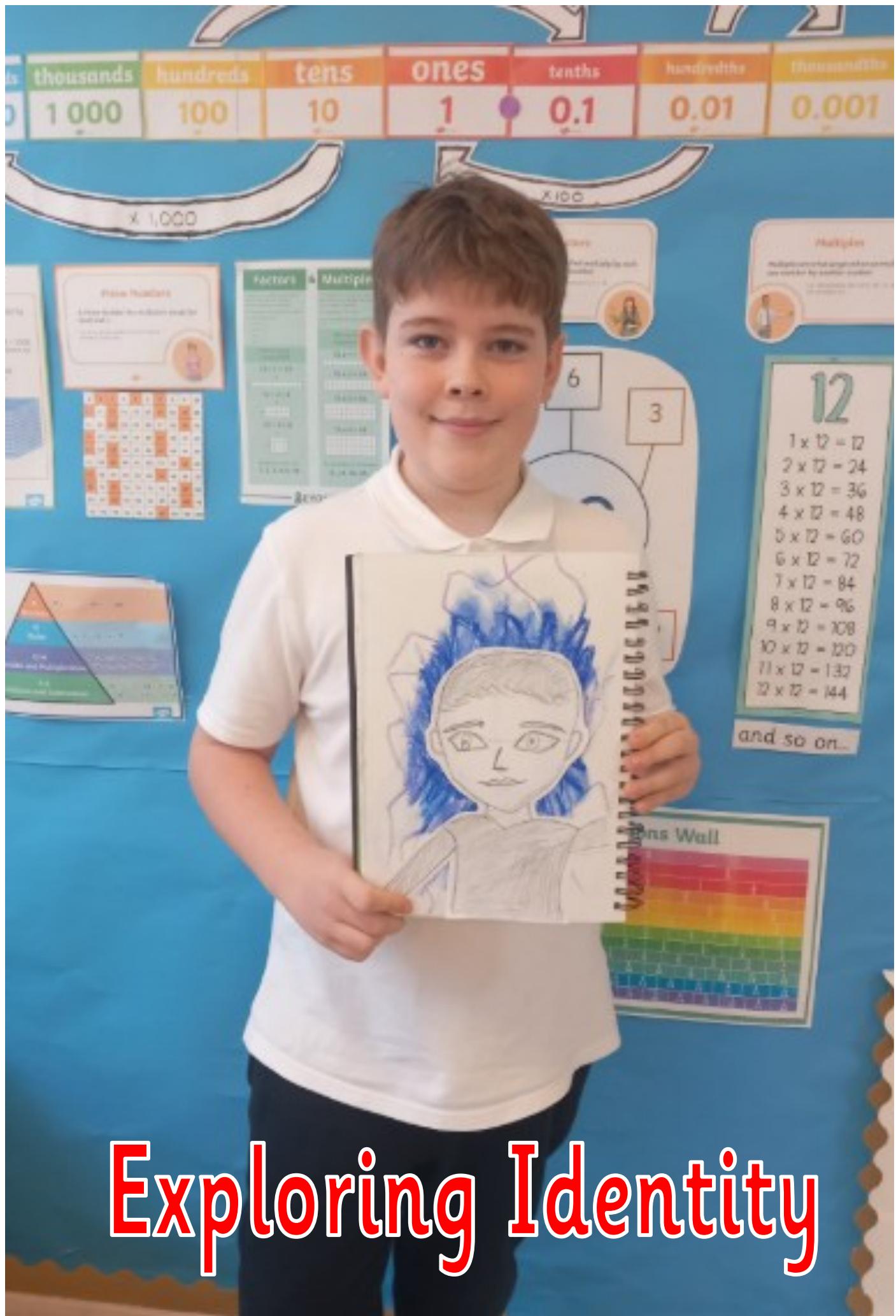


In their art lessons, Y6 pupils are exploring collage and drawing, focusing on the concept of identity. They are learning that artists often embrace the things that make them who they are – their culture, background, experiences, and passions – and use these elements in their work to create art that others can relate to. Children are discovering that people are the sum of many experiences, and that art can be a powerful way to explore and express this.

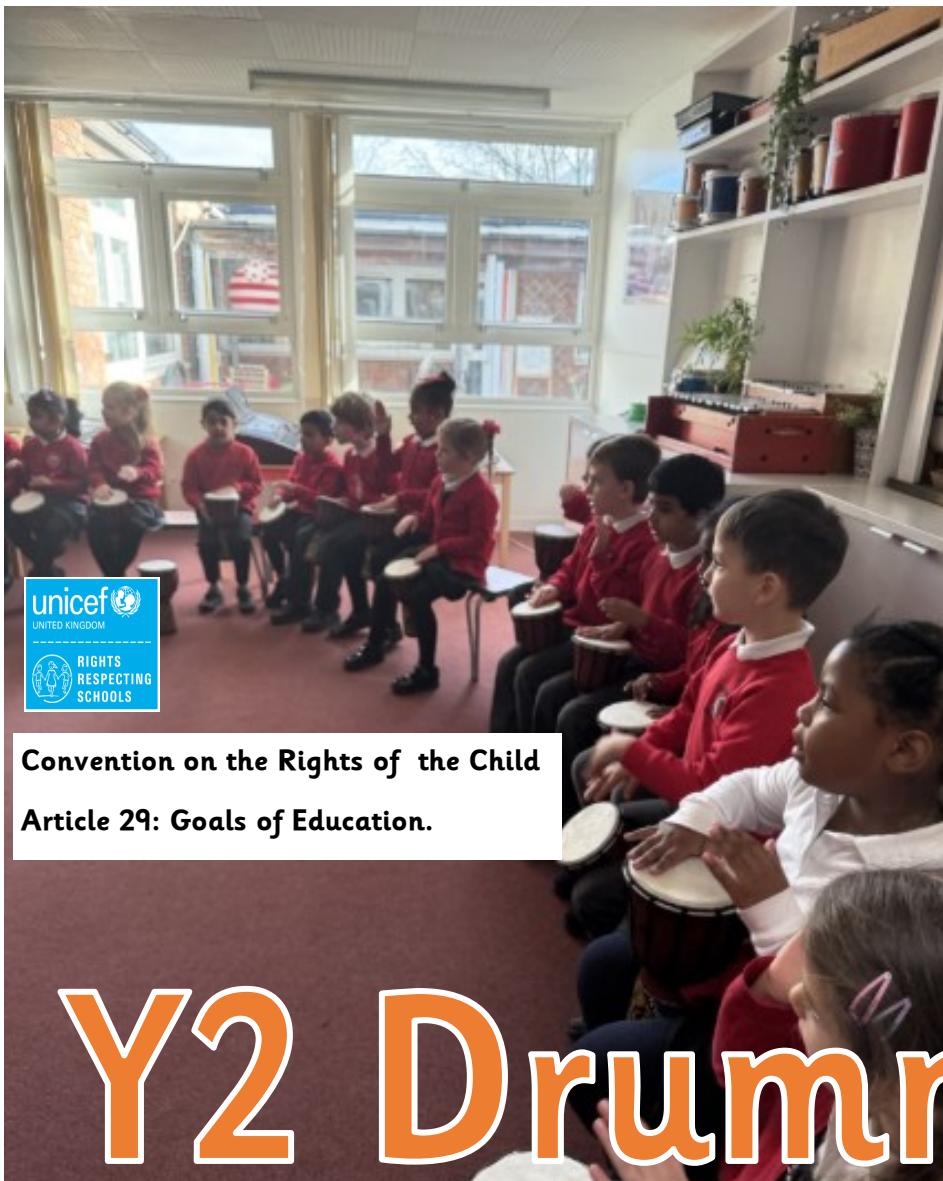
As part of this learning, pupils have been introduced to artists who focus on identity in their work, including Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, and Mike Barrett. They have examined how these artists use layers and juxtaposition to create imagery that reflects the complexity of human experience. Children have also learned to “read” artworks by unpicking line, shape, and colour, helping them understand the artist’s intentions and experiences.

Pupils have gone on to put these ideas into practice, creating their own layered and constructed portraits, experimenting with drawing and collage to reflect multiple aspects of identity within a single image.





Exploring Identity



Year 1 pupils have been learning to play the djembe drum in their music lessons with Mrs Harcourt. The djembe is a traditional West African drum, played with the hands and known for its wide range of sounds. We are delighted that the school has recently purchased 30 djembe drums, allowing whole classes to play together and develop their sense of rhythm, coordination and teamwork.

Y2 Drummers



YR Drummers



Pupils in Reception also enjoyed drumming using a range of instruments, including a snare, tom-tom, and tambourine. The children had great fun exploring dynamics and discovering the different ways to play a drum—using their hands, sticks, beaters, or brushes



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Article 29: Goals of Education.

Y2 Recorder Players



Year 2 enjoyed singing and playing the recorder for the first time in their music lesson. They practised holding the recorder, using gentle breathing, and playing simple notes. Learning the recorder helps children develop important musical skills such as breath control, finger coordination and reading simple notation, which provides a strong foundation for learning other instruments in the future.





This week, Year 5 began their exciting new History topic, *Groundbreaking Greeks*. As part of the first lesson, pupils organised the different Greek periods into chronological order, helping them to understand how this fascinating civilisation developed over time. The children then explored a range of ancient Greek artefacts, using laptops to research their purpose and significance. As a class, they discussed how to identify the most reliable sources of information and discovered that the British Museum provides a wealth of useful facts. They thoroughly enjoyed learning more about these intriguing artefacts from Ancient Greece.



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Ancient Greeks



The Iron Age

ROUNDHOUSES

Archaeologists have discovered that roundhouses were typical Iron Age homes. Some were very large and housed many people.



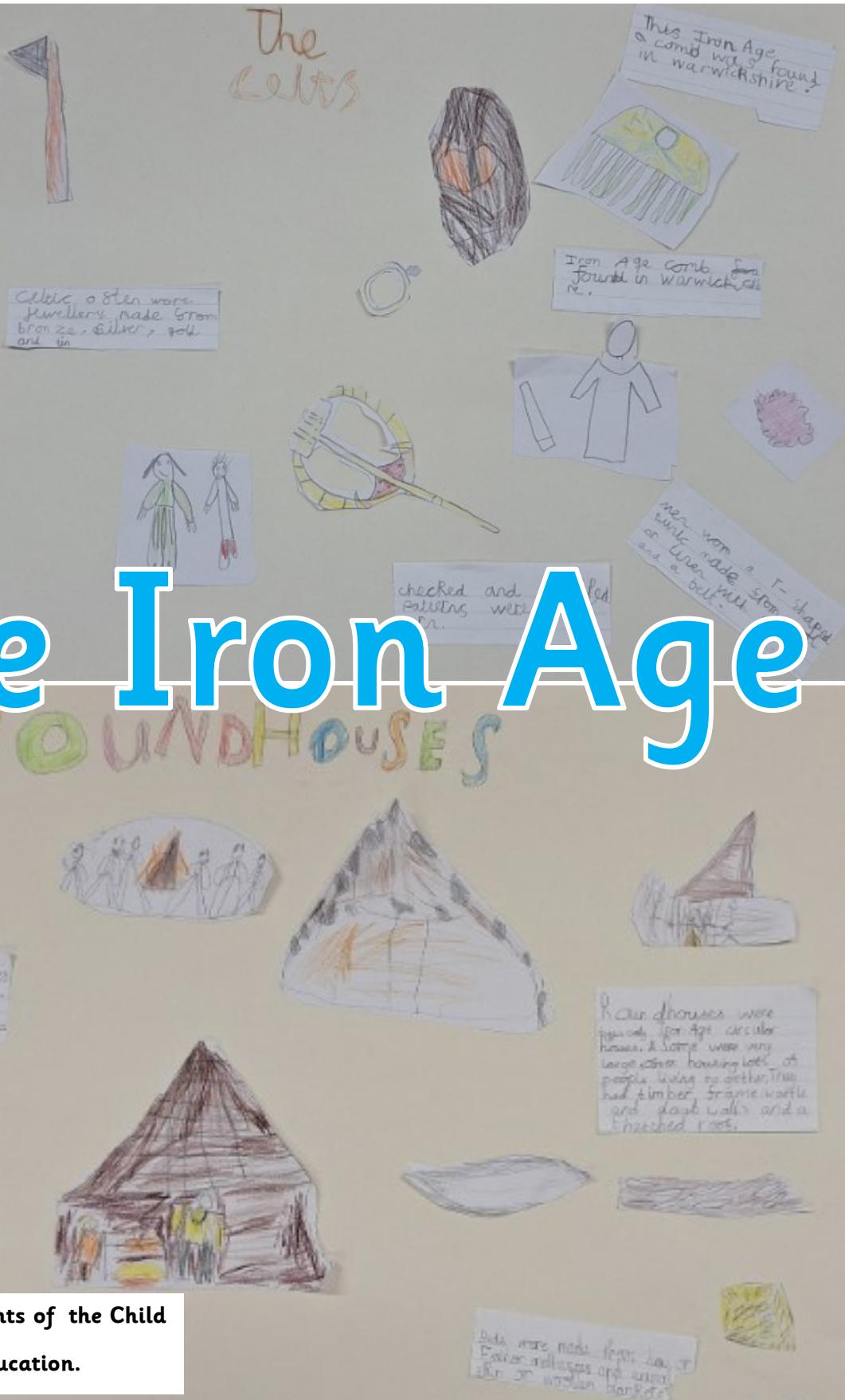
Roundhouses were typical Iron Age circular houses. A lot of them were very large, often housing lots of people living together. They had timber frame walls and thatched roofs.



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Children in Year 3 worked together in teams to present information about the Iron Age. They produced some beautiful work, which will be brought together to create a fantastic class book. Learning about the Iron Age forms an important part of the National Curriculum, helping pupils to understand how early societies in Britain lived, worked and developed.





Lego Brick By Brick

Pupils across the school are thoroughly enjoying taking part in the LEGO® Brick by Brick groups. These sessions provide a fun and supportive environment where children work together to build models by following clear roles and instructions. Through the activities, pupils develop important skills such as communication, teamwork, turn-taking, problem-solving and perseverance, while also building confidence and social interaction skills that support learning both in and out of the classroom.

What Happens in Brick Club?

Brick Club is designed to be flexible and fun, with children helping to decide the activities and how they work together. During sessions, pupils enjoy a range of experiences, including:

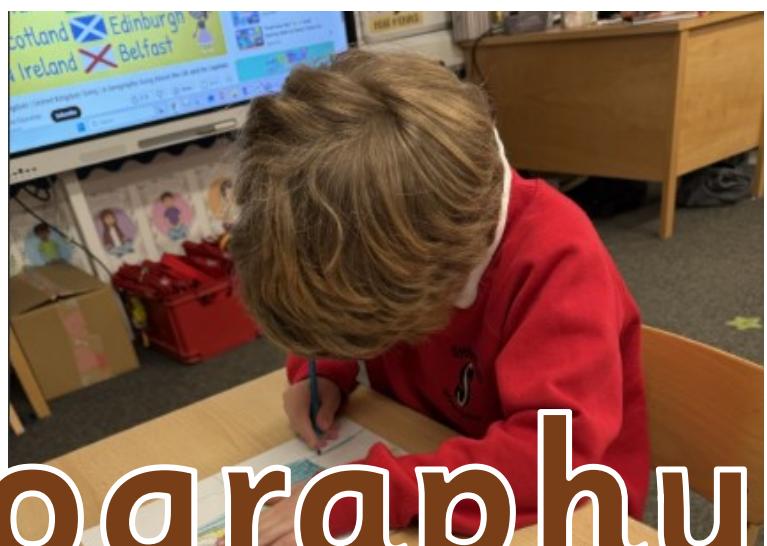
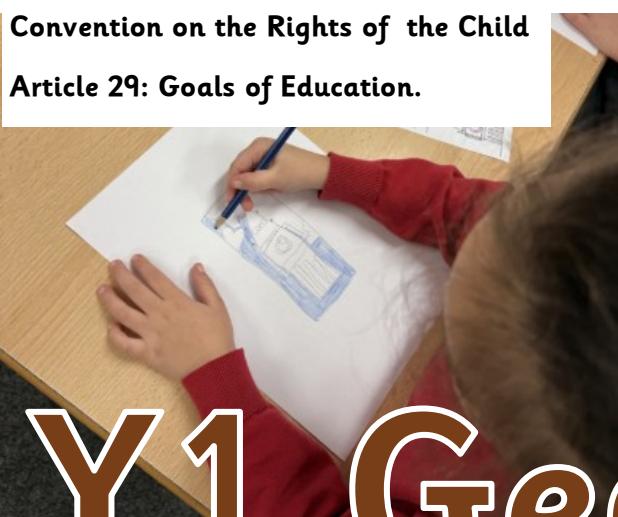
- **Collaborative Play:** Children take turns in roles such as Engineer, Supplier and Builder, working together to create LEGO® models.
- **Building Friendships:** In a supportive and inclusive environment, pupils naturally develop friendships and grow in social confidence.
- **Pride in Achievement:** Children leave each session feeling proud of their creations and excited to share their successes with others.
- **Improved Communication:** Pupils practise giving instructions, describing models and sharing ideas, helping to strengthen their communication skills while they build.



This week, Year 1 have been learning about the United Kingdom, including its countries and capital cities. Their lessons focused on London and its famous landmarks, and pupils had a go at drawing Big Ben. Many of the children recognised it from watching the New Year's Eve fireworks. This work supports the Key Stage 1 geography curriculum by helping pupils identify the countries and capitals of the UK, explore human and physical features of places, and develop basic mapping and observational skills. It also encourages curiosity and a growing understanding of the world beyond their local area.

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Y1 Geography

Capital City: Bogotá

Official Language: Spanish

Families would have to buy the books. Ajiaco is a soup made of potato, chicken and corn. They eat roasted ants. One of the top highest quality coffee. Coffee needs a hot and humid place to grow so Colombian coffee is ideal.

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All About Colombia

Flag:



Map of Colombia with Bogotá highlighted.

It is held every year. The carnival slogan is - Who loves it, is who enjoys it. There is a full of color. Full beaches and buildings go to school when they go to school. They are white 12 year old. They like a party. I

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This week Y4 pupils have been researching and creating their own fact files about Colombia, including its location, flag, capital city, wildlife, and traditions. This supported the curriculum aim of enabling children to “understand basic grammar and vocabulary” while also “fostering curiosity and deepening their understanding of the world.”

The children showed great enthusiasm and pride in their work, developing not only their language skills but also their global awareness

Y4 Geography

Official Language: Spanish

Over 47 million people live in Colombia in 2012. There are huge areas of grassland in the east. There are snow covered Volcanoes and the Andes mountains in Central Colombia, however there are tropical beaches in the North and west. Their currency is peso. Most Colombians consider themselves to be Roman Catholic. A very traditional form of Colombian dress is the *ruana*. It is like a large shawl or *poncho* and people who live there.

Map of Colombia with Bogotá highlighted.

Flag:



Map of Colombia with Bogotá highlighted.

Culture: Carnivals are important to South Americans and the Barranquilla carnival is no exception. It is held every year in the city of Barranquilla and is Colombia's most important celebration. It starts 4 days before Ash Wednesday and lasts 4 days. The carnival slogan is

Family Support Drop In Sessions



Would You Like to Speak with a Family Support Worker?

Family Support Workers are here to help you and your family thrive.

They offer friendly, confidential support with:
Creating Positive Routines and Boundaries
Understanding Your Child's Behaviour
Effective Behaviour Management Strategies
Health and Wellbeing Guidance
Children's Mental Health Support

One-to-one consultation with a Family Support Worker are available at

Kingsway Children and Family Centre
Tuesday's 1pm - 3pm



Phone: 01926 414 144, Option 1, then 2 for Family Support.

Available Monday to Friday 9am to 4pm



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 or 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





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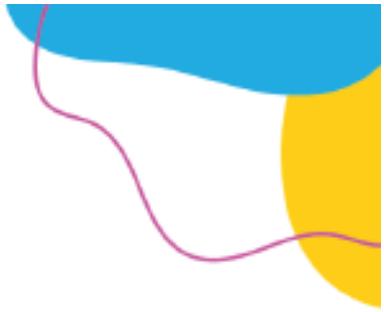




Mental Health in Schools Team

Tips For Wellness

Happy New Year



As we welcome the New Year, many of us will focus on resolutions, which may include to become healthier, more active, or learn a new skill. New Year's resolutions are generally seen as promises we make to ourselves to achieve or improve an aspect of our life. Some people can stick to their goals easily, while others may find it more of a challenge. Setting goals can make us feel motivated and inspired, but if everything does not go to plan, it can leave us feeling disheartened. This can happen if we are unsure how to get started on our goals, or if they feel too big to achieve.

For that reason, this year, take a moment to create **SMART** goals that focus on small steps. SMART goals are specific, measurable, achievable, realistic and time based.

Our top tips:

1. Focus on your strengths and interests, perhaps there is something you are already doing that you want to do more of. Setting small, strengths-based goals will create hope and build your self-confidence, empowering you to accomplish new things that make you feel happy and healthy.
2. Think about setting a mentally healthy goal this year:
 - Find new ways to get active. Maybe you could join a new club or after-school activity.
 - Make time for self-care and relaxation, such as participating in some mindfulness activities.
 - Learn more about something you are interested in. Perhaps you could put more time into a particular skill or hobby you are already doing.
 - Practice being kind to yourself. Positive self-talk is a simple way to achieve this – try saying positive statements such as "I am kind" or "I am on the right track".
 - Establish a good sleep routine. Try going to bed and waking up at the same time every day, even at the weekend!
 - Limit your screen time. By setting boundaries for your usage, you may have more time for other activities.
3. Remember, goals can change! Especially if they are not giving us or teaching us what we need, so be kind to yourself.

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.



Diary Dates

Monday 12th January	Young Voices.
Wednesday 14th January	Reception visit to The Oxford Story Museum.
Thursday 15th January	Y5/6 theatre trip—"The BFG."
Monday 19th January	St Mary's Church leading whole school assembly.
Tuesday 27th January	Y4 Starlings class assembly at 9.05am. Parents/carers of pupils in this class are warmly invited to attend.
Friday 30th January	Y5 trip to Ashmolean Museum, Oxford.
Monday 2nd February	Loudmouth Theatre working with Y6.
Tuesday 3rd February	Y4 Wagtails class assembly at 9.05am. Parents/carers of pupils in this class are warmly invited to attend.
Thursday 5th February	Ethel String Quartet performing to KS2.
Monday 9th February	Dragon Dance workshop for YR/1/2.
Tuesday 10th February	Y3 Doves class assembly at 9.05am. Parents/carers of pupils in this class are warmly invited to attend.
Wednesday 11th February	Parent's Evening, 3.30—7.00pm
Thursday 12th February	Parents Evening, 3.30—5.30pm
Friday 13th February	MUFTI (non-uniform) Day. If you're able, please make a donation of £1 to School Fund via Parent Pay.

Monday 16th—Friday 20th February school closed for half-term holiday.

Pupils return to school on Monday 23rd February.

Diary Dates

Diary Dates

Tuesday 24th February	Y2 Swallows class assembly at 10.15am. Parents/carers of pupils in this class are warmly invited to attend.
Tuesday 3rd March	Y2 Wrens class assembly at 10.15am. Parents/carers of pupils in this class are warmly invited to attend.
Tuesday 10th March	YR Goldfinches class assembly at 10.15am. Parents/
Monday 16th March	St Mary's Church leading whole school assembly.
Tuesday 17th March	YR Robins class assembly at 10.15am. Parents/carers of pupils in this class are warmly invited to attend
Tuesday 24th March	Y3 Herons class assembly at 9.05am. Parents/carers of pupils in this class are warmly invited to attend
Friday 27th March	MUFTI (non-uniform) Day. If you're able, please make a donation of £1 to School Fund via Parent Pay.

Monday 30th March—Friday 10th April school closed for Easter holiday.

Pupils return to school on Monday 13th April

Parent's Evening Appointments

Appointments for Parent's Evenings on the 11th and 12th February will be available to book from 7.00pm tonight. Please click on the link in the email sent to you by the office team today.

Please note, YR Goldfinches class will have their Parent's Evenings on the **10th** and **13th** of February.

Diary Dates

Sydenham Superstars



YR and Key Stage One

Happy new year to you all!

From Miss Glenny



Key Stage Two