

Newsletter 4

Friday 29th September 2025



01926 339138

Admin2622@welearn365.com

Welcome to our Year One Harvest Festival Assembly

Happy Harvest, Everyone! Look inside this week's newsletter to find out all about our celebrations.



Year 1 Harvest Festival



Autumn



Harvesting (gathering)



Crops (food)

This week, we have been marking the change of the seasons.

We have been looking for signs of Autumn like shiny conkers and the leaves changing their colour.

Thanksgiving - USA



Moon Festival - China



Yam Festival - Ghana



Sukkhot - Israel



Pongal - India



Lammas - UK



Madeira Flower Festival

We have also learnt about Harvest and how it is celebrated across the world.

Year 1 Harvest Festival

On Thursday, Year One presented a lovely Harvest Festival assembly for their parents and children in Reception and Year Two. Pupils sang three Harvest songs—"Cauliflowers Fluffy," "Harvest Handclap" and "Harvest Samba." Devina read a poem in praise of vegetables and Vasileia shared a second poem about this special time of year:

Harvest

Autumn time is here again,
Cut the corn and sort the grain,
Dig the carrots, parsnips too,
Lots to eat for me and you.

Vegetables

Carrots, peas and broccoli,
Vegetables are good for me,
For my snack and in my lunch,
Vegetables are good to munch.

You can see photographs from the assembly on the next page.



Convention on the Rights of the Child
Article 24: Health

Year 1 Harvest Festival



This week in Year 6 Forest School, pupils picked the tomatoes and harvested the potatoes that were planted last spring as part of the school's gardening project in partnership with the RHS. The children were delighted to see the results of their hard work and patience over the past few months.

The activity also made links to the Y6 History topic *Britain at War*, exploring how important it was for everyone on the Home Front – including children – to contribute to the *Dig for Victory* campaign during the Second World War. As well as developing their historical understanding, the activity tied into the science curriculum through studying plant growth, seasonality, and where our food comes from. It also supported aspects of design and technology, as pupils began thinking about how ingredients can be prepared, combined and used in different dishes.

One pupil commented, *"I couldn't believe how many potatoes we found under the soil – it felt like digging for treasure!"* Another added, *"It made me think about how children in the war must have helped to grow food for their families."*

Now that the children have harvested their crop, we'd love to hear your suggestions – what could we make with our fresh tomatoes and potatoes? Should we cook up a warming soup, try some classic jacket potatoes, or perhaps even attempt our own tomato sauce? Please let us know your ideas!



Convention on the Rights of the Child
Article 24: Health

Food Bank Workshops

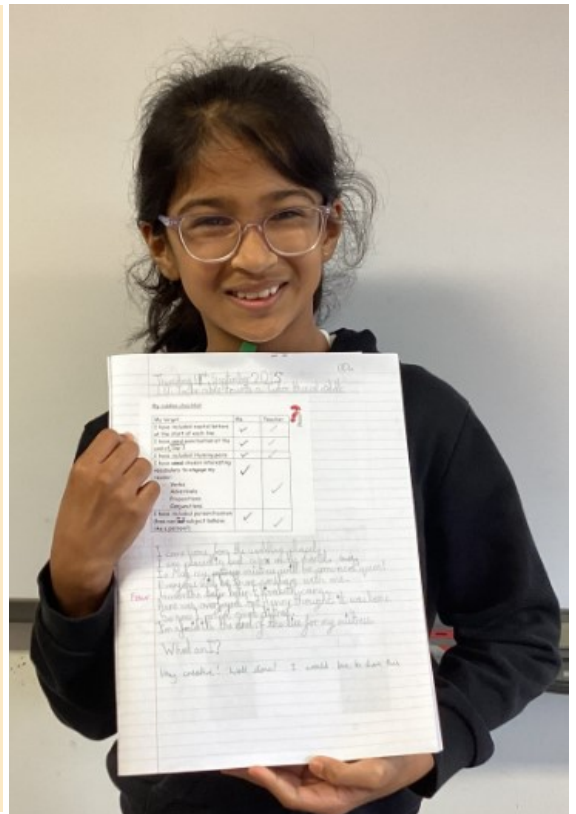
On Tuesday, Tim Proudler from Warwick District Food Bank visited Year One. He talked about healthy food and how to maintain a balanced diet before explaining how our local food banks are helping families in need. The children enjoyed using picture cards to design a healthy three day menu and they came up with some inventive ideas.

This session helped pupils understand why Harvest is an important time of the year, in preparation for their Harvest Festival later on in the week.

I came home on her throat from the wedding chapel,
I was placed by the bed in a box by the mantle.
In May, my mistress was crowned queen!
Everyone was there smiling with me.
Four months later, Elizabeth came,
Anne overjoyed but Henry thought it was lame.
So now I am in great distress,
I'm afraid it's the end for my mistress.
What am I?

Answer: Anne Boleyn's necklace

By Aashwi



Tudor Riddles

In English, Year Five wrote riddles inspired by their History topic of the Tudors. Pupils chose Tudor objects as their subjects and included personification, rhyme and interesting vocabulary.

Riddles have existed for centuries and can be a form of poetry, a game, or a literary device. The term "riddle" is also sometimes used more broadly to refer to any puzzling question or mysterious problem. Many Tudor riddles used puns and double meanings, for example:

What has an eye but
cannot see?

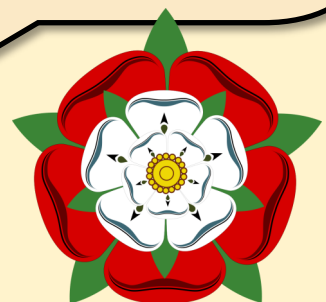
Answer: A needle.

What can be broken but
never held?

Answer: A promise.

What can be swallowed or
can swallow a person?

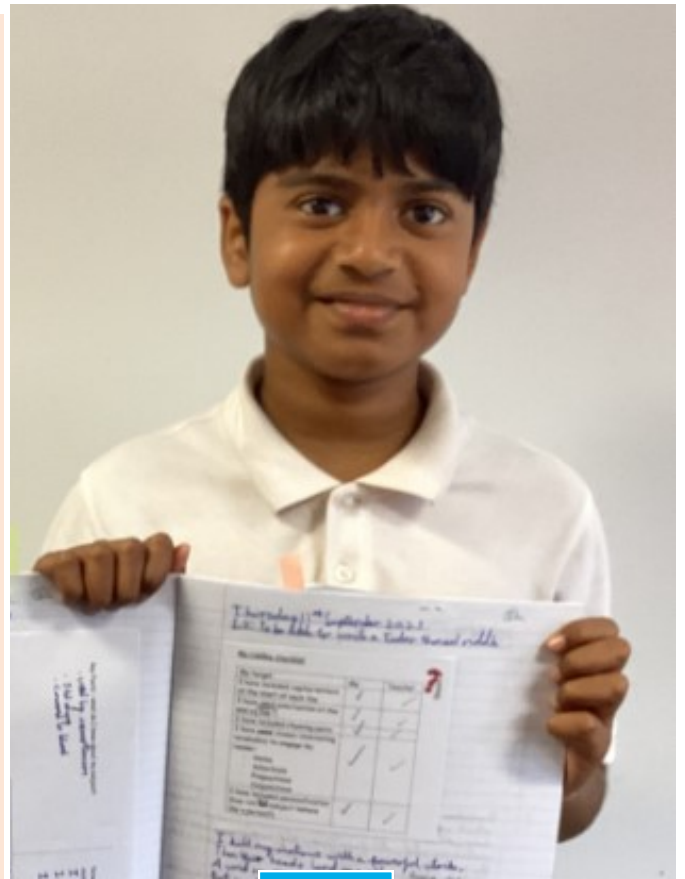
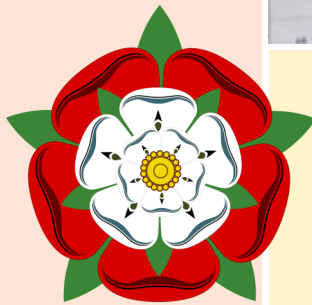
Answer: Pride.



I kill my victims with a powerful strike,
 Then their heads are placed upon a pike.
 Avoid me, they might try,
 But most never miss my eye.
 I may be a bloody sight,
 Though they all know of my might.
 When my victims cower in fear,
 Seeing their demise they shed a tear.
 If I am there, then all is gory,
 After my prey is dead, I bask in glory.
 I cry tears of red,
 People around me, carefully
 they tread.

What am I?

Answer: Executioner's axe



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

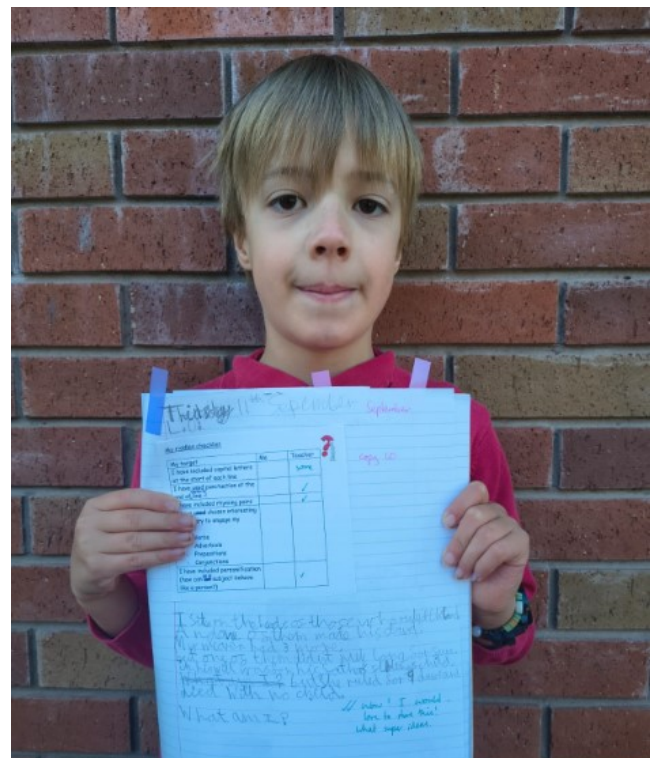
Tudor Riddles

I sit on the heads of those who rule that land,
 And one of them made his stand.
 My wearer had three more,
 But one of them didn't rule long for sure.
 In his will, was for his father's sibling's child,
 But she ruled for nine days and died with no child.

What am I?

Answer: The Tudor Crown

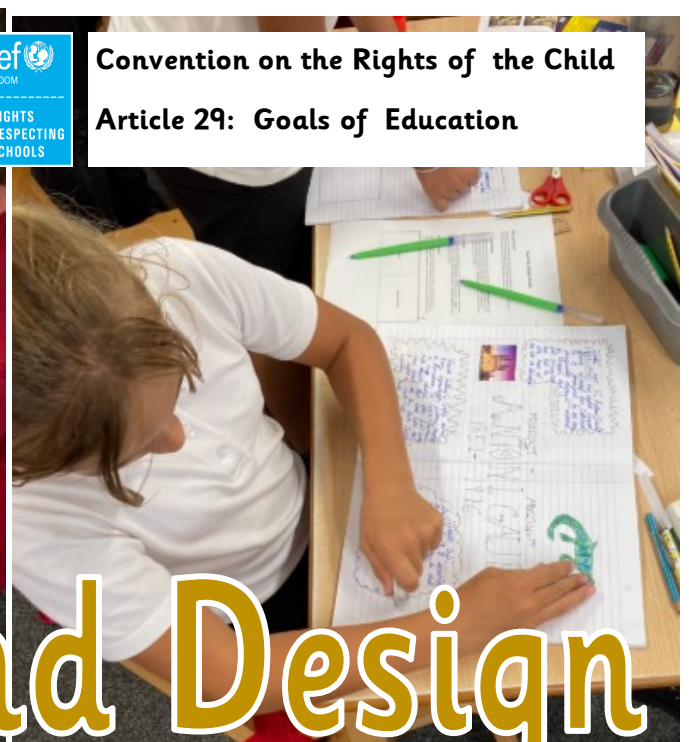
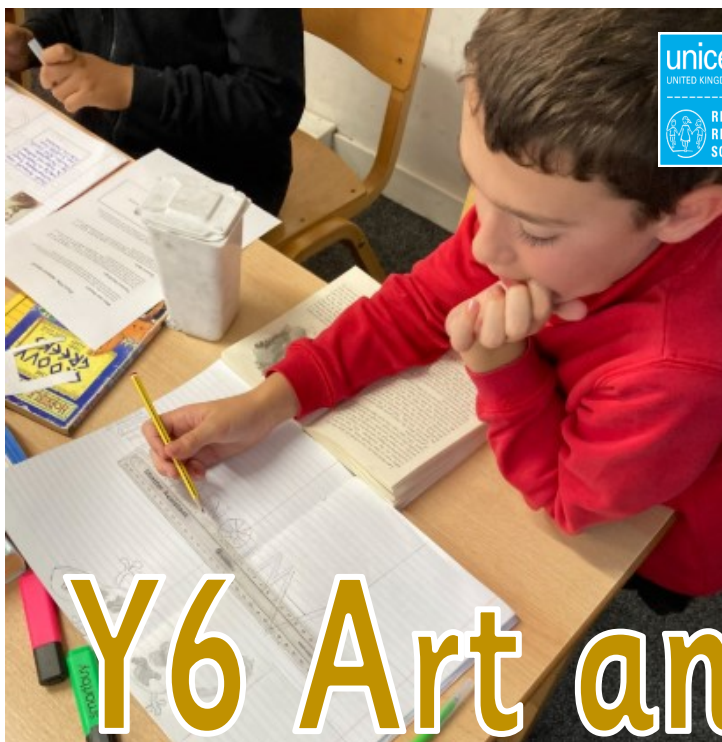
By Timothy



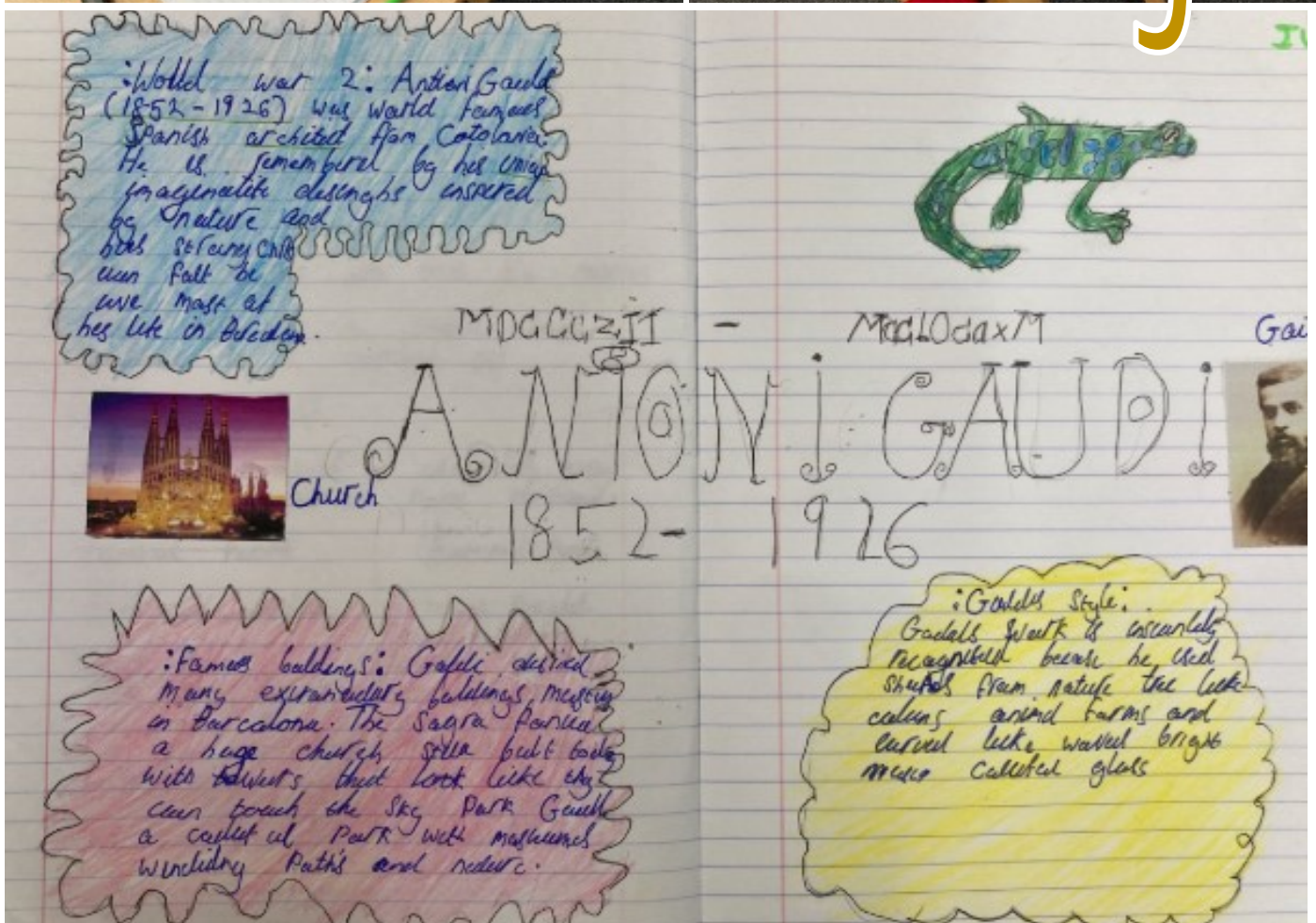


Stone Age Models

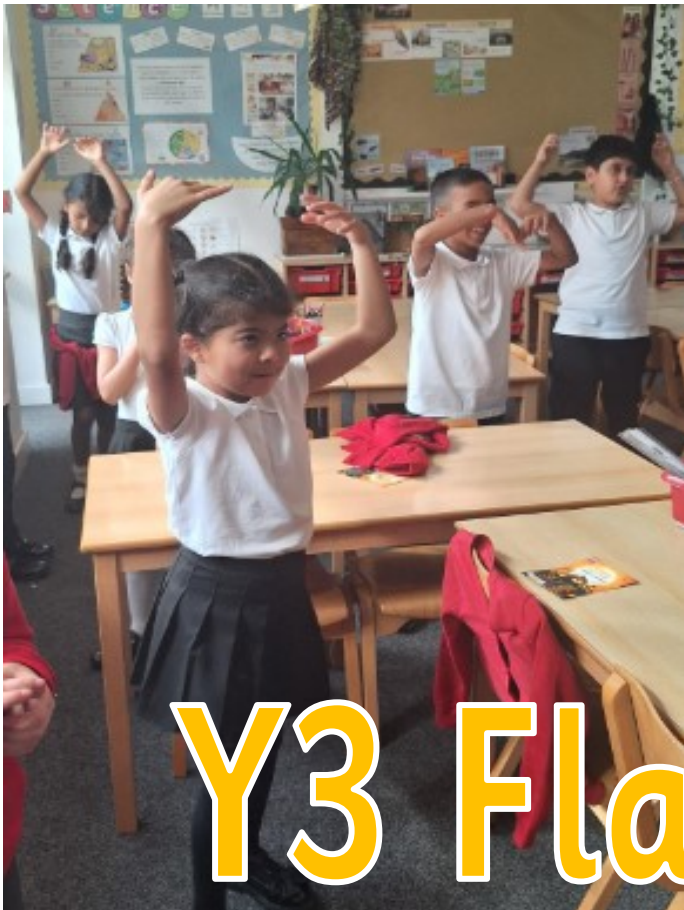
For homelearning, children in Year Three have made shoe box models to showcase their understanding of life in Stone Age times. The models are amazing and contain cave art, woolly mammoths and fire pits. Well done!



Y6 Art and Design



Year 6 have been learning about the famous Spanish architect Antoni Gaudí, whose unique designs can still be seen across Barcelona today. After researching his life and work, the children wrote their own informative reports, showcasing their knowledge of his distinctive style and the impact he had on architecture. There have been some truly lovely pieces of writing produced, with pupils showing real creativity and attention to detail in both their presentation and content.



Y3 Flamenco



Convention on the Rights of the Child

Article 29: Goals of Education



As part of Spanish lesson Y3 children learnt some interesting facts about Spain. They even had a go at dancing Flamenco!

Spain has unique cultural traditions like the La Tomatina tomato fight and the world's oldest restaurant, Sobrino de Botín, while also boasting rich history with a four-language presence (Spanish, Catalan, Galician, and Basque) and holding many UNESCO World Heritage Sites. The country is the world's leading producer of olive oil and a popular tourist destination, even having a land border with Africa. Spain is also recognized for its beautiful beaches, a parliamentary monarchy, and the iconic Flamenco!





Reception Maths

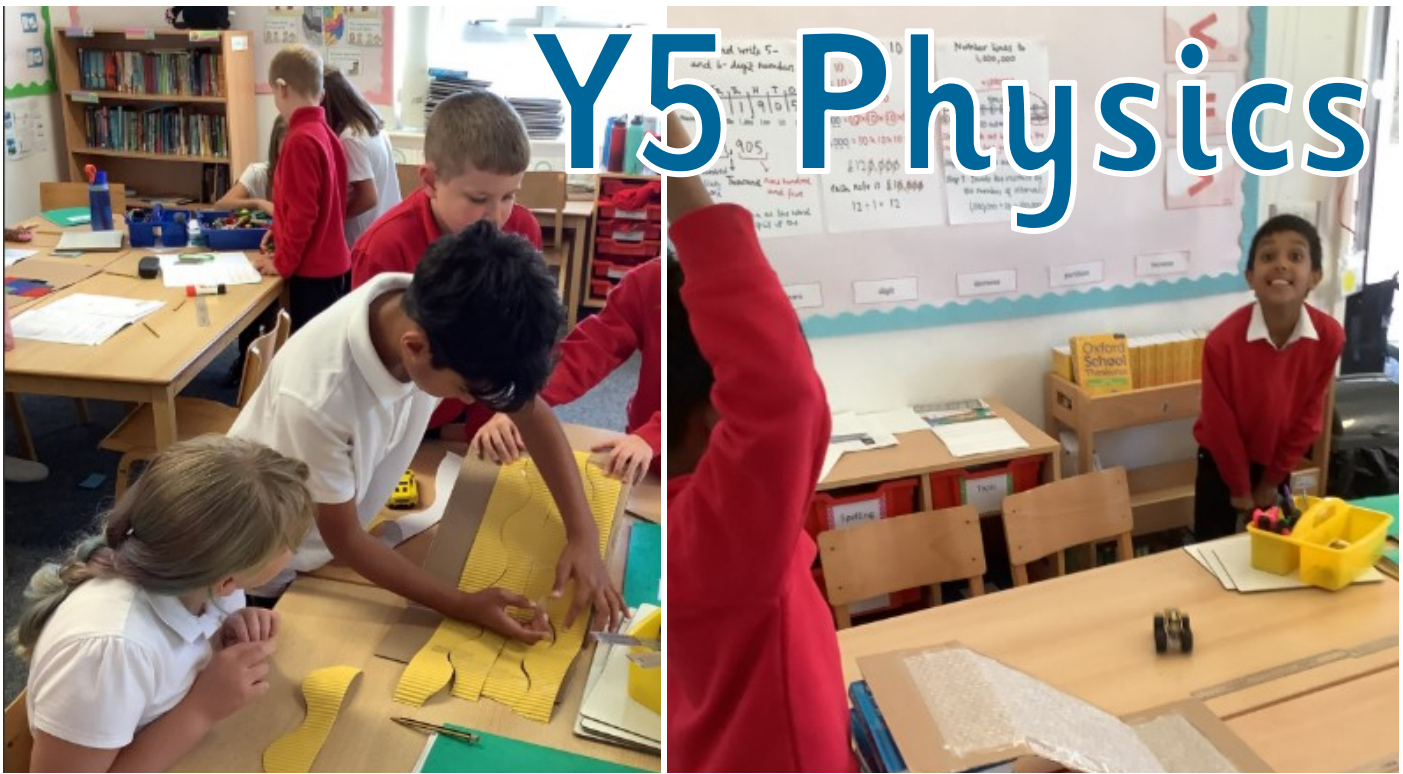


Reception are already doing short lessons in the studio and, this week, they have been consolidating number bonds to four using Multi-Link cubes.

The EYFS (Early Years Foundation Stage) maths curriculum focuses on two main areas: number and numerical patterns, covering Number and Place Value, Properties of Number, Geometry, and Measure. Children learn through play and exploration to develop skills like counting confidently, understanding numbers to 10, recognising shapes, comparing amounts, and looking for patterns.



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



Y5 Physics

Year 5 have been busy exploring the effects of friction in their Science lessons this week. The children worked in groups to build ramps using different materials, including bubble wrap, Lego and tin foil. They then tested how far a toy car would travel on each surface, carefully measuring and recording their results. The investigation led to some excellent discussions about how friction slows objects down and why certain surfaces create more resistance than others.



What is Friction?

Friction is a force that opposes the motion or attempted motion between two surfaces in contact. It acts in the opposite direction of movement, slowing down objects, preventing them from moving, or generating heat. The amount of friction depends on the nature of the surfaces; rougher surfaces create more friction. It can be useful, like the friction that provides grip for walking, or unhelpful, like the friction that causes wear and wastes energy.



Convention on the Rights of the Child

Article 29: Goals of Education



Convention on the Rights of the Child

Article 15: Freedom of Association



Our Year 1 and 2 children have been busy in Woodwork Club this week, designing and making their very own wooden cars. They carefully measured and cut wood using saws, drilled holes for the axles, and used glue to fix the parts together. The children showed great concentration and perseverance as they worked with real tools safely and responsibly. This links closely to the Design and Technology curriculum, where pupils are encouraged to design purposeful products, select from a range of tools and materials, and evaluate their creations. The finished cars look fantastic, and the children are rightly proud of what they achieved!

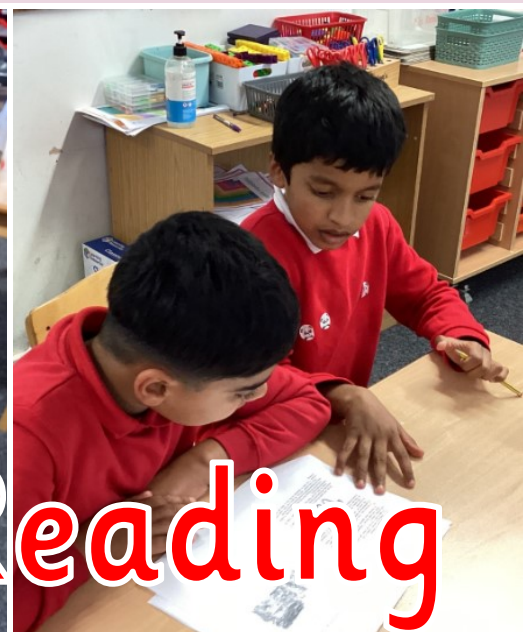
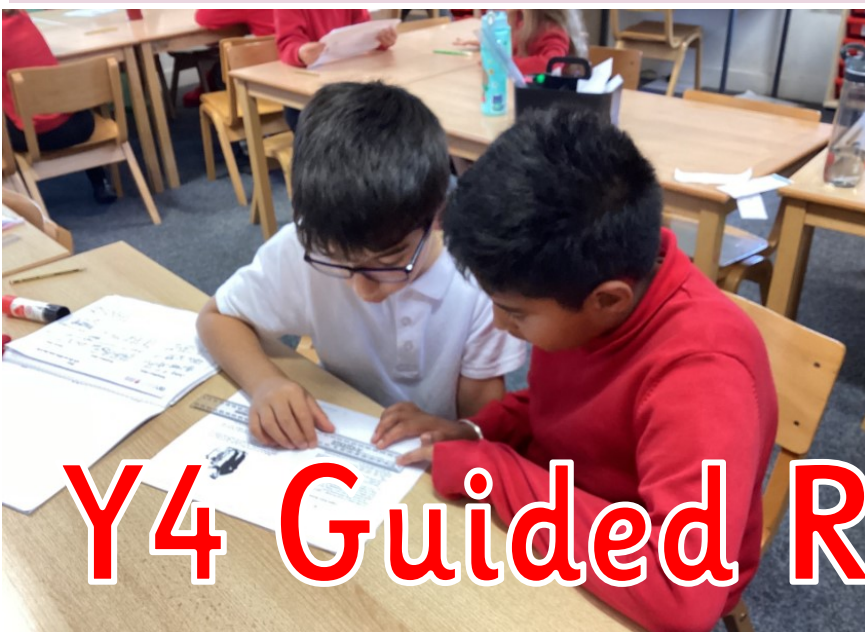


Convention on the Rights of the Child
Article 29: Goals of Education

This week in Guided Reading, Year Four children continued their journey through *Demon Dentist* by David Walliams, focusing on Chapters 10 and 11. These sessions gave the children a great opportunity to practise reading aloud with fluency and expression, while also developing their active listening skills. The text links nicely to children's Science learning on digestion too!

Working in pairs and small groups, the children took turns reading to one another, supporting each other with tricky words, and discussing what was happening in the story. This helped them to build confidence in reading aloud and to think more deeply about the characters and plot.

The Guided Reading sessions are also aligned with the English National Curriculum, encouraging children to develop positive attitudes to reading, understand a wide range of texts, and participate in discussions about books. It's been wonderful to see the children becoming more engaged and expressive readers and the *Demon Dentist* certainly keeps them on their toes.



Y4 Guided Reading

Y2 RE

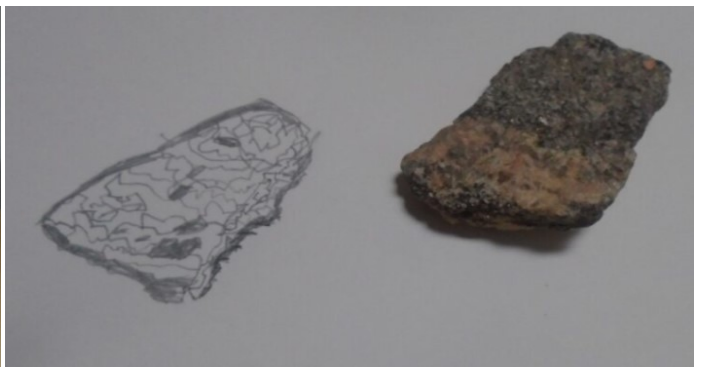
Year 2 explored the theme of weddings in Religious Education.

The children examined Christian, Sikh, Islamic, and Jewish wedding ceremonies, discussing both the similarities and the differences between them. The class also reflected on the significance of weddings within different worldviews



Convention on the Rights of the Child

Article 29: Goals of Education



In Art, Year 2 explored the technique of line drawing. Working with continuous line drawings encourages children to slow down, observe carefully, and coordinate their drawing with what they actually see. This approach not only develops observational skills but also helps to improve focus and concentration.

The essence of continuous line drawing is control. By slowing down both the speed of looking and the speed of drawing to an almost meditative pace, pupils are able to notice finer details. As their pencil or pen moves in time with their gaze, each mark becomes intentional and precise.

To extend the activity, pupils held an object behind their back and attempted to draw it without looking. Using only their sense of touch, they focused on the shapes, curves, and grooves they could feel, translating those sensations into their drawings.



Convention on the Rights of the Child

Article 15: Freedom of Association

A huge well done to all the pupils who successfully completed their **Level 2 Bikeability course** this week! The children showed great determination, focus, and resilience as they learned how to cycle safely on the road, practise key manoeuvres, and build confidence in real-life situations. We are so proud of their achievement and know these important skills will help them enjoy their cycling safely for years to come.

Bikeability is the government's national cycle training programme, designed to give children the skills and confidence to ride safely on today's roads. It goes beyond simply learning to ride a bike – pupils are taught how to manage different road situations, communicate with other road users, and make safe, responsible decisions while cycling.

At **Level 2**, children learn to cycle safely on quiet local roads. They practise starting and stopping with good control, passing parked vehicles, understanding road signs, and making turns at junctions. By completing this level, pupils have demonstrated that they can ride with confidence and responsibility in real traffic conditions.

Bikeability

Bikeability
Cycling Proficiency for the 21st century





Gold Rights Respecting School

At the end of the last academic year, we were very proud to be re-accredited by Unicef as a Gold Rights Respecting School. The Rights Respecting School Award (RRSA) is highly prestigious and is granted to schools following a rigorous assessment process. “Gold” status is a recognition that:

- Our school has explicitly adopted a child rights approach based on the United Nations Convention on the Rights of the Child and has embedded it in school policy, practice and culture.
- Children and adults in our school have a thorough understanding of child rights, and rights respecting attitudes and language are embedded across the school.
- Understanding rights has had a positive impact on children's learning and wellbeing.
- Pupils see themselves as rights respecting global citizens and are advocates for social justice, fairness and children's rights at home and abroad

We have just received feedback from our Unicef assessor following their re-accreditation visit and are pleased to share the following:

Strengths at our school

- A very strong commitment to children's rights from leaders at all levels, tied into the vision and values of the school, supported by quality training from staff.
- The language of rights and the voice of the child is central to discussions in school.

- A genuine commitment to inclusion, in particular the wide range of work to support refugees and to help ensure that refugees are welcomed and valued in the school community.
- A strong commitment to the environment and empowering children to make a positive change in school and the local community.

Praise was also given for:

- Children's impressive knowledge of rights and their ability to talk about important concepts..
- The value school places on difference and diversity.
- The role of Young Interpreters in supporting fellow pupils who have English as an Additional Language.
- Support for mental health and emotional wellbeing through the use of Emotion Coaching and the help of a school counsellor and play therapist.
- Partnerships with organisations such as The Roya Shakespeare Company, Schools of Sanctuary and the local council.
- Pupil voice groups such as Arts Ambassadors, Eco Representatives and Mental Health Ambassadors.
- "Living" class charters produced by pupils showing a commitment to a Right Respecting School.
- A curriculum with rights at its heart.



Convention on the Rights of the Child
Article 42 Knowledge of Rights





Your Community Survey

We would like to know what life is like where you live.

- What is your community like?
- Do you get involved in activities or events?
- What do you enjoy?

Please take a few minutes to complete our short survey. This will help us to understand what is working well and whether more support is needed in some areas or within our diverse communities.

Please scan the QR code to complete the survey.



The survey closes on 27 October.



YR/1/2 Theatre Trip

On Wednesday 3rd December, Years R/1/2 will be visiting Warwick Arts Centre to watch a performance of “The Tiger Who Came to Tea.” The cost of the trip is £16.67—please make payment via your ParentPay account. For more information, see the letter sent to you or speak to a member of our office staff.

Direct from the West End, the Olivier Award nominated smash hit show, The Tiger Who Came to Tea returns.

The doorbell rings just as Sophie and her mummy are sitting down to tea. Who could it possibly be? What they certainly don't expect to see at the door is a big, stripy tiger!

Join the tea-guzzling tiger in this delightful family show; packed with oodles of magic, sing-a-long songs and clumsy chaos. Don't miss this stunning stage adaptation of the classic tale of teatime mayhem... expect to be surprised!

A musical play adapted and directed by David Wood, based on the book by Judith Kerr.

The Tiger Who Came to Tea





Y3/4 Theatre Trip

When Princess Aurora pricks her finger on an enchanted spinning wheel she's cursed to fall asleep for 100 years, unless she's kissed by her one true love. Enter the dashing Prince (and his two rather calamitous sidekicks) who embark on a brave adventure to save the Princess from her terrible fate. But with the wicked Fairy Carabosse determined to ruin their plans, will our trusty trio be triumphant or is the Princess doomed to a century of snoozing? You'll have to come along to find out!

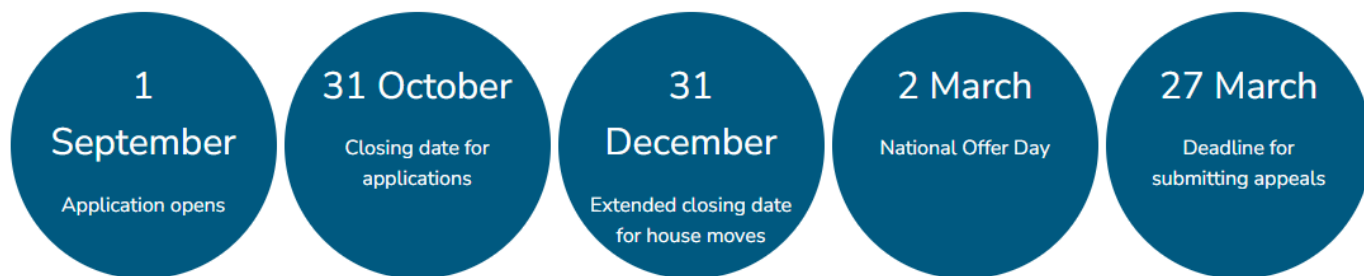
Sleeping Beauty will be full to the brim with all of the wonderful elements that make a trip to the Belgrade such a well-loved Christmas tradition for thousands of families every year.

On Wednesday 26th November Years 3/4 will be visiting The Belgrade Theatre to watch a performance of "Sleeping Beauty." The cost of the trip is £20.67—please make payment via your ParentPay account. For more information, see the letter sent to you or speak to a member of our office staff.

School Admissions

Applying for a place at Secondary School

The deadline to apply for a secondary school place is **31 October 2025**.



If you apply by this date, you will receive your child's school offer on National Offer Day (**2 March 2026**).

Applying for a Place at Primary School

You need to apply for September 2026 if your child was born between **1 September 2021** and **31 August 2022** (for a place in Reception).

The applications process opens on 1 November 2025 and the deadline for applying for a Reception or Junior place is **15 January 2026**. If you apply by this date, you will receive your child's school offer on National Offer Day (16 April 2026).



For more information visit:

<https://www.warwickshire.gov.uk/school-admissions-appeals>



Should I keep my child off school?



Yes

Until...

Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and Vomiting	48 hours after their last episode
Cold and Flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet Fever	24 hours after they started taking antibiotics
Whooping Cough	48 hours after they started taking antibiotics

No

but make sure you let their school or nursery know about...

Hand, foot and mouth	Glandular fever
Head lice	Tonsillitis
Threadworms	Slapped cheek



Advice and guidance

To find out more, search for health protection in schools or scan the QR code or visit <https://qrco.de/minfec>.



ABSENCE = LOST OPPORTUNITY



Did You Know... ?

If Your Child's Attendance During the School Year...

Your Child Would Have Lost Approximately...

or They Would Have Missed Approximately...

was 95%	9 Days from School	50 Lessons
was 90%	19 Days from School	100 Lessons
was 85%	29 Days from School	150 Lessons
was 80%	38 Days from School	200 Lessons
was 75%	48 Days from School	250 Lessons

Getting Your Child to School Really Matters

Diary Dates

Tuesday 30th September at 9.00am.	Y6 Swans class assembly—DATE CHANGE DUE TO Y6 PEER MEDIATION TRAINING.
Tuesday 7th October at 9.00am.	Y6 Moorhens class assembly—parents and carers of children in this class are warmly invited to attend.
Thursday 9th October	MUFTI (non uniform) Day—wear blue for World Mental Health Day.
Thursday 9th October	YR and Y6 height and weight checks.
Thursday 9th October	Y6 Health Needs Assessment.
Friday 10th October	School closed for In-Service Training (INSET)
Tuesday 14th October at 10.15am	Y1 Puffins class assembly—parents and carers of children in this class are warmly invited to attend.
Wednesday 15th October	Y3 to Cadbury World.
Tuesday 21st October at 10.15am.	Y1 Kingfishers class assembly—parents and carers of children in this class are warmly invited to attend.
Tuesday 21st October	New date for Y6 Swans class assembly at 9.05am.
Friday 24th October	MUFTI (non-uniform) Day—make a donation of £1.00 to School Fund via ParentPay if your child wears their own choice of clothes.
Wednesday 22nd (3.30—7.00pm) and Thursday 23rd October (3.30—5.30pm)	Parent's Evening
Friday 24th October	MUFTI (non-uniform) Day—make a donation of £1.00 to School Fund via ParentPay if your child wears their own choice of clothes.
Monday 27th —Friday 31st October, school closed for the half-term holiday. Pupils return to school on Monday 3rd November.	
Tuesday 4th November at 9.00am	Y5 Woodpeckers class assembly—parents and carers of children in this class are warmly invited to attend.

Tuesday 18th November at 9.00am	Y5 Kittiwakes class assembly—parents and carers of children in this class are warmly invited to attend.
Wednesday 26th November	Y3/4 trip to The Belgrade Theatre to watch “Sleeping Beauty.”
Friday 28th November	MUFTI (non-uniform) Day—make a donation of £1.00 to School Fund via ParentPay if your child wears their own choice of clothes.
Monday 1st December	School closed for In-Service Training (INSET.)
Wednesday 3rd December	Reception, Year One and Year Two trip to Warwick Arts Centre to watch “The Tiger Who Came to Tea.”
Tuesday 9th December at 2.15pm	Y4 Carol Concert. Parents and carers of children in this year group are warmly invited to attend.
Thursday 4th December at 9.30am.	Y1 Carol Concert —parents and carers of children in this year group are warmly invited to attend.
Monday 8th December at 9.30am	Y2 Carol Concert —parents and carers of children in this year group are warmly invited to attend.
Tuesday 9th December at 9.30am	Y3 Carol Concert —parents and carers of children in this year group are warmly invited to attend.
Wednesday 10th December at 9.30am	Y5 Carol Concert — parents and carers of children in this year group are warmly invited to attend.
Thursday 11th December at 2.15pm	Y6 Carol Concert —parents and carers of children in this year group are warmly invited to attend.
Monday 15th December	Rocksteady concert at 2.15pm.
Tuesday 16th December	Christmas lunch.
Wednesday 17th December	YR Nativity (new date.) Parents and carers of children in this year group are warmly invited to attend.
Wednesday 17th December	MUFTI—wear a Christmas jumper or festive outfit and donate £1.00 to School Fund via ParentPay.
<p>Monday 22nd December—Friday 2nd January, school closed for Christmas holiday.</p> <p>Pupils return to school on Monday 5th January</p>	



Sydenham Superstars



YR and Key Stage One

Happy weekend!
Best wishes from Miss
Glenny



Key Stage Two