



Principal's update

I have been thrilled to see how much the children have enjoyed their swimming lessons and, most importantly, I have been amazed by the rapid growth in their confidence and skills in the water. We have already booked the pool for next Summer Term so that children can build on their swim skills year on year in KS2. In the meantime it would be fantastic if you could continue to take your child swimming. It can be challenging to find regular swim lessons in local pools but these would be ideal. Below we have found some tips with swimming if you are not able to get lessons but are keen to help your child yourself.

To effectively teach basic swimming to children, start by making them comfortable in the water through games and familiarization activities. Then, focus on body position, basic strokes, and regular practice, using flotation devices and encouragement to build confidence. Here's a more detailed breakdown:

2. **Basic Swimmer Skills: Body Position:** Help your child understand how to maintain a horizontal position in the water with their body. **Strokes:** Focus on basic strokes like front crawl or backstroke. Start with arm movements and then incorporate kicking. **Flotation Devices:** Utilize flotation devices like noodles or vests to help your child float and practice.

3. **Practice and Progression: Short Sessions:** Keep lessons short and focused to maintain engagement and prevent overwhelm. **Progressive Challenges:** Gradually increase the distance and complexity of skills as your child gains confidence.

4. **Safety and Supervision: Adult Supervision:** Always supervise your child when they are in or near the water, even if they are a good swimmer. **Water Safety:** Teach your child basic water safety rules and emergency procedures. **First Aid:** Consider getting first aid certified to be prepared for various scenarios.

5. **Encouragement and Patience: Praise and Encouragement:** Offer praise and encouragement, focusing on effort and progress rather than perfection. **Patience:** Be patient and understanding, as learning to swim takes time and practice. **Fun and Games:** Make learning to swim a fun and enjoyable experience by incorporating games and activities.

This is also a website that allows you to search for pools in your local area.

https://www.swimming.org/poolfinder/search?page=8&per_page=5&location=ub3%204lq&latitude=51.49549&longitude=-0.41966

Dates for your diary

End of term;

Tuesday 22nd July 2025

School re-opens;

Wednesday 3rd September 2025

Attendance

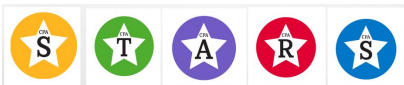
The class with the best attendance this last week was:

1st place: 5RW

2nd place: 6DS/4EJ

3rd place: 6GD

It will be a non-uniform day for on, well done!



Safeguarding: The key to a safe transition to Secondary school

Safeguarding is crucial during a student's transition to secondary school, as they navigate a new environment with increased independence and potential risks. This includes ensuring they are protected from harm, promoting their wellbeing, and recognising and responding to any signs of vulnerability. It's a collaborative effort involving schools, families, and other agencies to provide a safe and supportive transition.

Key Aspects of Safeguarding during the Transition:

Increased Independence and Risks:

Secondary school students take on more responsibilities and may be exposed to new situations, including online risks, bullying, and potential exploitation.

Identifying Vulnerabilities:

Students may experience difficulties that are more likely to go unnoticed due to their age or behavior, making it essential to understand their perspectives.

Addressing Concerns:

Schools need to be proactive in recognizing and addressing potential safeguarding issues, working with parents, other agencies, and the student themselves.

Collaboration and Support:

Safeguarding is a multi-agency issue, requiring collaboration between schools, social services, and other relevant organizations.

Online Safety:

Cyberbullying and online safety are crucial considerations as students use technology more extensively and often have access to their own devices. Ensure you apply apps like Google Family Link on devices so you can control what your child has access to.

Transition Plans:

Schools can develop personalized transition plans to support students with additional needs, ensuring a smooth transition.

Early Intervention:

Addressing potential issues early on can prevent further harm and ensure that students receive the support they need.

Resources and Further Information:

- [NSPCC Learning](#): Offers resources and training on safeguarding in schools.
- [GOV.UK](#): Provides statutory guidance on safeguarding in education.
- [Internet Matters](#): Offers resources on online safety, including cyberbullying.
- [SCIE](#): Provides information on safeguarding children in education, including types and indicators of abuse.

If you have any questions or concerns around your child and secondary school, please see Miss Mitchell or Mrs O'Donovan.



Well-Being:

With times of change and transition coming up in terms of children moving up into new year groups or even secondary school, as well as some children who may be moving onto a new school, it's never too early to talk to your children about how these things make them feel and mental health in general...

What is mental health?

- ★ **We all have mental health.** Mental health is about our feelings, our thinking, our emotions and our moods. Looking after our mental health is important.
- ★ **We all have small feelings every day:** These sometimes feel strong and overwhelming, whether happy or sad, but they go away before too long.
- ★ **Sometimes we experience big feelings:** These feel strong and overwhelming for a long time. They stop us doing what we want to in our lives.



- 1 Make conversations about mental health a normal part of life:** Anywhere is a good place to talk; in the car, walking the dog or cooking together. Model everyday talk about feelings such as by talking about a TV character's feelings.
- 2 Give your full attention:** We all know it's horrible to be half listened to. Keep eye contact, focus on the child and ignore distractions.
- 3 Check your body language:** Try to keep it open and relaxed and make sure you come down to the child's level.
- 4 Take it seriously:** Don't downplay what the child is saying or tell them they're "just being silly". Resist the urge to reassure them that everything is fine.
- 5 Ask open questions:** Such as "How did your day go today?" This will help to extend the conversation.
- 6 Calmly stay with the feelings that arise:** It can be our automatic reaction to steer away from difficult emotions.
- 7 Offer empathy rather than solutions:** Show that you accept what they are telling you but don't try to solve the problem.
- 8 Remember we are all different:** Respect and value the child's feelings, even though they may be different to yours.
- 9 Look for clues about feelings:** Listen to the child's words, tone of voice and body language.
- 10 Some ways to start a conversation about feelings might be:**
 "How are you feeling at the moment?"
 "You don't seem your usual self. Do you want to talk about it?"
 "Do you fancy a chat?"
 "I'm happy to listen if you need a chat."



Joyful June 2024

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1 Re-frame a worry and try to find a helpful way to think about it	4 Take a photo of something that brings you joy and share it	5 Think of 3 things you're grateful for and write them down	6 Get out into green space and feel the joy that nature brings	7 Do something healthy which makes you feel good	8 Find joy in music: sing, play, dance, listen or share	9 Ask a friend what made them happy recently
10 Bring joy to others by doing something kind for them	11 Eat good food that makes you happy and really savour it	12 Write a gratitude letter to thank someone	13 Take a light-hearted approach. Choose to see the funny side	14 Share a happy memory with someone who means a lot to you	15 Look for something to be thankful for where you least expect it	16 Speak to others in a warm and friendly way
17 Take time to notice things that you find beautiful	18 Look for something good in a difficult situation	19 Get outside and find the joy in being active	20 Rediscover and enjoy a fun childhood activity	21 Send a positive note to a friend who needs encouragement	22 Watch something funny and enjoy how it feels to laugh	23 Create a playlist of uplifting songs to listen to
24 Bring to mind a favourite memory you feel grateful for	25 Show your appreciation to people who are helping others	26 Make time to do something playful, just for the fun of it	27 Be kind to you. Do something that brings you joy	28 Notice how positive emotions are contagious between people	29 Share a friendly smile with people you see today	30 Make a list of the joys in your life (and keep adding to it)

ACTION FOR HAPPINESS **Happier · Kinder · Together**



Events:

A fantastic performance from our choir at Sing 25!



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Family Support Worker Focus:

Identifying Emotions

Children experience complex feelings just like adults. They get frustrated, excited, nervous, sad, jealous, frightened, worried, angry and embarrassed. However young children usually don't have the vocabulary to talk about how they are feeling. Instead they communicate their feelings in other ways. Children can express their feelings through facial expressions, through their body, their behaviour and play. Sometimes they may act out their feelings in physical, inappropriate or problematic ways.

Benefits of managing your emotions

Be empathetic and supportive of others



Perform better in school



Have more positive relationships



Have good mental health and wellbeing



Display less behavioural problems



Develop resilience and coping skills



Feel more competent, capable and confident



Have a positive sense of self



Here are some of the ways you can help your child learn about and express their feelings:

- Tune into cues - Sometimes feelings can be hard to identify. Tune into your child's feelings by looking at their body language, listening to what they're saying and observing their behaviour. Figuring out what they feel and why means you can help them identify, express and manage those feelings better.
- Behind every behaviour is a feeling - Try to understand the meaning and feeling behind your child's behaviour. You can help your child find other ways to express that feeling once you know what is driving the behaviour.
- Name the feeling - Help your child name their feelings by giving them a label. Naming feelings is the first step in helping children learn to identify them. It allows your child to develop an emotional vocabulary so they can talk about their feelings.



Family Support Worker Focus:

- Identify feelings in others – Provide lots of opportunities to identify feelings in others. You might ask your child to reflect on what someone else may be feeling. Cartoons or picture books are a great way discuss feelings and help children learn how to recognise other people’s feelings through facial expressions.
- Be a role model - Children learn about feelings and how to express them appropriately by watching others. Show your child how you’re feeling about different situations and how you deal with those feelings.
- Encourage with praise - Praise your child when they talk about their feelings or express them in an appropriate way. Not only does it show that feelings are normal and it’s ok to talk about them, it reinforces the behaviour so they are likely to repeat it.
- Listen to your child’s feelings - Stay present and resist the urge to make your child’s bad feelings go away. Support your child to identify and express their feelings so they are heard. When feelings are minimised or dismissed, they will often be expressed in unhealthy ways.

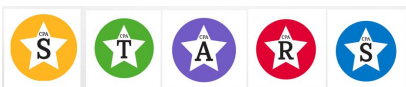
How to calm your emotions and overcome anxiety.....

Breathing Techniques When feelings are overwhelming, breathing can help! Remember when you feel different emotions your breathing changes. Think about what your breathing is like when you are calm, excited or angry - how does it change? Calm your breathing and you calm your emotion.

My Happy Place!

Sometimes we may feel sad, worried, angry or lonely and it is important to know that it is ok to feel all of these emotions at times. We just need to develop ways to manage these feelings. A useful strategy is to have a ‘happy place’ that you can escape to—this can be a real place or a place pictured in your mind. Ask yourself:

- Where is your happy place?
- When you think of your happy place, who is with you?
- What do you have with you in your happy place?
- What is it about your happy place that cheers you up? Then visit your happy place or close your eyes and imagine you are there. Keep this happy place with you and remember it when things are tricky. Don’t forget—your happy place can change at any time. It’s up to you!



Events:

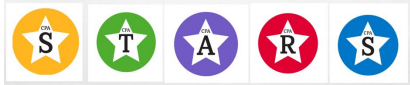
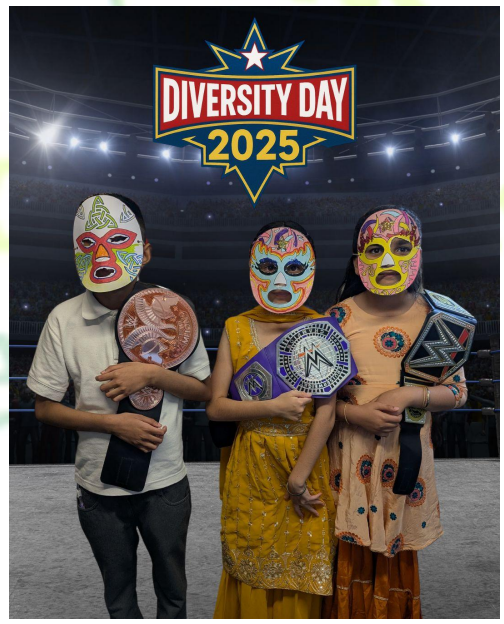
Diversity Day



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Events:

Diversity Day



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Curriculum Showcase:

Garden Rooms

We have had a super busy time in the Garden rooms. Last week we celebrated Diversity day and celebrated different cultures from around the world. We also planted our bean seeds so that we can observe them as they grow.



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Curriculum Showcase:

Nursery



The nursery children had an exciting visit from some very special guests - a group of friendly farm animals! Nursery were thrilled to see the chicks, ducklings, rabbits, sheep, and her lambs, goat and her triplet kids, a donkey and a very calm dog.

The visit was a wonderful hands on learning experience helping the children understand more about animals. A big thank you to the visiting farm team for making this day a memorable experience for the children.

Curriculum Showcase:

Reception

Reception staff and children would like to extend a heartfelt thank you to their parents for their incredible support in raising £700. Your contributions have made a significant difference in enhancing our children's outdoor learning experiences.

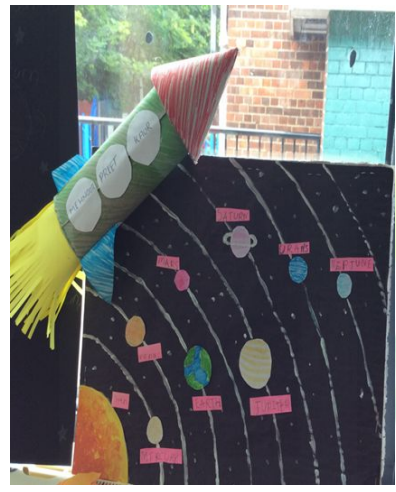
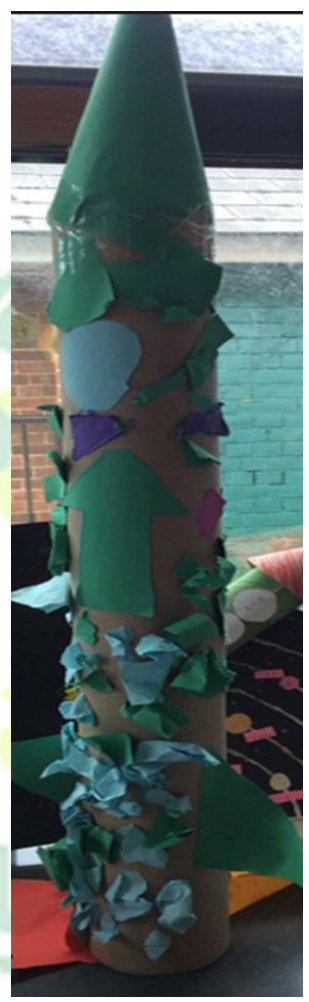
We have invested this generous amount in creating a more engaging environment for our children, and we are thrilled to share that they are absolutely loving the new additions! The mud kitchen has sparked their creativity and imagination, while the sand hut has become a favourite for exploration and social play. Our reading shed has created a cosy corner for their literary adventures, encouraging a love for reading in a relaxed, natural setting.

We have more exciting developments to share with you soon so watch this space!. Thank you once again for your support. It truly makes a difference in our children's lives and learning journey.



Curriculum Showcase:

Year 1



Year 1 have started our new History unit on Explorers. The first famous Explorer we are looking at is Neil Armstrong, so we set the children a homework project to create something they have learnt about space. Here are just a few of the wonderful projects the talented children in year 1 made!

Curriculum Showcase:

Year 2



Congratulations to our Amazing Year 2 Writers



We are incredibly proud to announce that some of our talented Year 2 children have been selected as winners in the Young Writers' Super Me competition! Their fantastic work will soon be published in a real book - what an incredible achievement at such a young age!

One of our finalist drawings may feature on the front cover and win a £10 book token. And from the finalists, the top 5 will also win an exciting den-making kit!

Well done to all of our young authors and illustrators - we are so proud of you!



Curriculum Showcase:

Year 3

Year 3 thoroughly enjoyed sports day. It was a morning packed with activities, where their skills acquired from their PE lessons were put to the test! This was followed by a series of races. It was great to see the children be so confident and display great team work. We want to thank all the adults for attending sports day. Your presence and support contributed to this wonderful event.



Curriculum Showcase:

Year 4



The children in Year 4 enthusiastically began their new music unit, learning to sing and perform "Unwritten" by Natasha Bedingfield.



Curriculum Showcase:

Year 5

We are incredibly proud of the children who recently represented our Y5 at the Strictly Speaking competition. They spoke with confidence, clarity, and eloquence, delivering an excellent speech about the uses of mobile phones. Their hard work and dedication shone through, and they were fantastic ambassadors for our school. Well done to all involved!



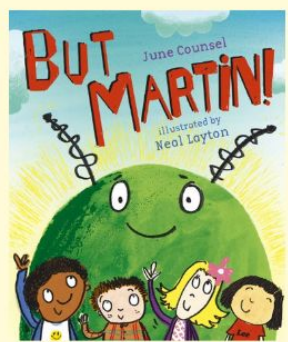
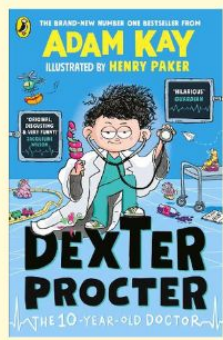
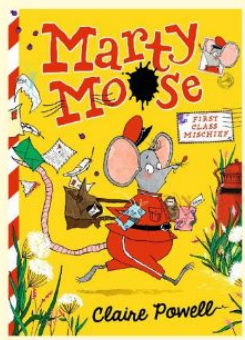
Curriculum Showcase:

Year 6

Following their childhood promise trip to London before half-term, year six were asked to complete a holiday homework project on the theme of London. The teachers have been blown away by the fantastic creativity of 3D models (some as moving models!), artwork and information leaflets that the children have brought in. We are hoping to display their amazing work in the hall for parents to enjoy when they come in to see their end of year production. Fantastic work, year six!



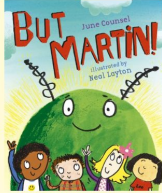
Mrs Matthews' Recommended Reads



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Mrs Matthews' recommended reads:

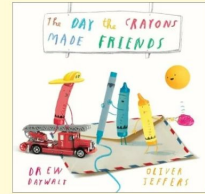
Nursery and Reception



But Martin by June Counsel

It's the first day back at school for four very different children. Lee, Lloyd, Billy and Angela are expecting just an ordinary day...but all that changes when MARTIN zooms in from outer space! Join Lee, Lloyd, Billy, Angela and Martin for a first day of term that's out of this world! A very funny and brilliantly illustrated picture book with an important message about difference, friendship and fitting in.

Key Stage 1

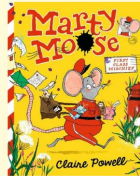


The Day the Crayons Made Friends by Drew Daywalt

Duncan's crayons just can't seem to stay put!

But this time they've gone into his room to make friends. From Red Crayon, who fulfils his dream of driving a fire engine, to Blue Crayon, who meets a fashion doll desperately in need of a head, to fan favourite Esteban, who is off to tame a teddy bear (or as he would call it, a wild beast), each crayon has an exciting story to share about the new objects they've met and the new adventures they've had.

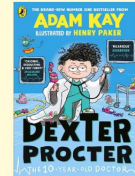
Lower Key Stage 2



Marty Moose: First Class Mischief by Claire Powell

It's Marty Moose's first day on the job as Postmouse. He's ironed his uniform, polished his buttons and waxed his whiskers: he's ready to go! But things take a tricky turn when he gets lost in Whisker Warren and needs rescuing by a doolally rabbit named Nibbles, and then gets caught in the crossfire of two less-than-neighbourly toads. Who knew postage could be so perilous!

Upper Key Stage 2



Dexter Procter by Adam Kay

It was clear from an early age that Dexter Procter was different. He started speaking at four seconds old. By the age of three, he had 87 A-levels, from Afrikaans to Zoology. And by ten, he was working as a paediatrician at Lilydale General Hospital.

Despite a loving but annoying family and a couple of good friends (Rupi and Otto), Dexter's always struggled to fit in. Add to this a mortal enemy (Dr Drake) and a major problem at his old school (all the teachers struck down with awful diarrhoea) – will Dexter be able to save his job, save the school and find his place in the world? (Spoiler alert: yes!)





Polite Reminders;

- During this hot weather please ensure your child comes to school with a water bottle, hat and sun cream applied before school.
- Can you please ensure your child has everything they need for the school day. We have a number of lunches and other items being brought to school through the day however we do not have the capacity for staff to be continually bringing items to classes.

Attendance

- The school does not authorise leave during term time and unauthorised leave can incur a Penalty Notice of £160.00 per parent.
- School starts at 8.40 am and gates close promptly at 8.50 am, please note your child will be marked late after 8.50 am.

Cranford Park
Academy



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