

## Principal's update

### Remarkable Writers

Friday the 16th January was an afternoon of celebration for several of our talented young authors. Earlier this year, we held our annual 'Remarkable Writing' competition, centered around the intriguing theme, 'The Mysterious Box.' To spark their imaginations, students were shown various box designs, though they were given full creative freedom to describe either the box's hidden location or the treasures tucked inside.

After a week of impressive effort, our year-group teams had the difficult task of judging the entries. They were incredibly proud of the high quality and variety of the work produced. To celebrate, one winner from each year group was chosen to enjoy a special treat...doughnuts with Mrs. Evans! We are so proud of all our participants for their hard work and creativity.

A thank you to Mrs Matthews, our English lead, for organising such an inspiring competition.



## Dates for your diary

**Spring term;**

**Half Term Holidays;**  
16th Feb to 20th Feb 2026

**Staff Development Day;**  
Monday 23rd February 2026

**Term Ends;**  
Friday 27th March 2026

## Attendance

The class with the best attendance this last week was:

1st place: 2ZA  
2nd place: 6KB  
3rd place: 6DS

★ ★ ★  
January

## **Safeguarding: Roblox advice for parents/carers**

Roblox is a gaming platform where players can create and publish their own games. The platform can be a great educational tool to help teach children new skills like coding. However, there are also some risks. Roblox allows players to build and publish their own games. This means that other users could build games that contain adult or inappropriate themes that your child might see. Players can use the communication features of Roblox to talk to one other while they are playing. This means that there is a risk of cyberbullying or unwanted contact.

Read below for some parent/carer tips on how to use this platform safely:

- 1. Sign up with the correct age**  
Make sure your child creates an account using the correct age. On Roblox, certain safety settings and parental controls are enabled by default for children under 13. However, you should still review the settings to ensure they've been set up correctly.
- 2. Build a list of age-appropriate games**  
Not all games on Roblox will be appropriate for your child. The platform has a setting that lets parents and carers limit what their child can play by allowing them to build lists of age-appropriate games. You can also switch off in-app spending or set them monthly limits.
- 3. Explore communication settings**  
You can manage who your child can speak to by disabling chat completely or limiting it to friends only. You can also switch off their inbox to stop them receiving direct messages.
- 4. Explore the platform together**  
Ask your child to give you a demonstration of the platform to help you understand how they use it and explore some of the parental controls together. You could even consider setting up your own account and playing the games yourself.
- 5. Have regular conversations about gaming**  
Continue to have regular conversations with them about what they are doing online. Ask your child open questions like 'What games have you been playing on Roblox recently?' or 'What platforms have you been using to play games?'
- 6. Check out our Online Safety Hub**  
Visit our the NSPCC online safety hub for more advice and tips on gaming, talking to your child and much more. If you need more information on setting up parental controls on Roblox, visit the **NSPCC Parent Guide**.

If unsure, please speak to Miss Mitchell or Mr Matthews. If any issues, do not allow your child to play the game.



## Well-Being:

**Make sure that you take some time for yourself.**

*“January is the perfect balance between winter’s stillness and the new year’s potential”*



**Happier January 2026**

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

## Family Support Worker Focus:

Loneliness is defined by as:

‘a subjective, unwelcome feeling of lack or loss of companionship. It happens when there is a mismatch between the quantity and quality of the social relationships that we have, and those that we want’.

While loneliness can be caused by being physically alone, being alone doesn’t necessarily lead to feeling lonely.

Sometimes children can feel lonely even if they’re often with other people. They might be feeling this way if they don’t feel properly seen or understood.

Loneliness can look and feel different for everyone, but if you’re worried about your child, it’s good to talk to them about what they might be feeling and experiencing.

What should I do if I think my child feels lonely.

If you think your child is feeling lonely, it’s best to try and talk to them about it first.

Ask them how they’re feeling and try to understand them.

You might start by checking what loneliness means to your child. Do they recognise or relate to the feeling? Do they know it’s OK to feel that way sometimes? Do they know they can always talk to you about it if they’re feeling this way?

# Wellbeing



**Self-confident Trustworthy Ambitious**  
**Respectful & Responsible Supportive**

## Family Support Worker Focus Contd:

## Wellbeing

If your child says they are struggling with loneliness, you could work together to create an action plan to help them with these feelings.

### My child has said they feel lonely. What should I do?

If your child tells you they feel lonely, it's important to listen carefully to them. You could repeat back what they've said to you, to check you've understood them.

Reassure them that loneliness can be a temporary feeling, and that you're here to support them. Let them know that anybody can feel lonely at times, and you can work together to help them find ways to feel less lonely.

You could help them practice social interactions through role play or encourage them to join groups or clubs that they're interested in or excited about.

You could share [Childline's page on loneliness](#) with them if they want advice or to learn more about the support that's available.

### Why does my child feel lonely?

There are lots of reasons a child might feel lonely. Thinking about the reasons why your child might be struggling with these feelings could help you understand the best support you can give them.

Some common reasons for loneliness include:

- Feeling like they need more friends or to feel closer to the friends they have.
- Not having as many chances to socialise and see friends as they'd like.
- Wanting a closer relationship with family or their community.
- Problems with self-esteem, meaning they might not feel confident about making and keeping friends.
- Struggling with a physical or mental health problem.
- Life changes, such as moving house, changing schools or parents or carers separating, meaning it's more difficult to see their usual support network.



## Curriculum Showcase:

### Garden Rooms

Garden rooms children have enjoyed our new sensory circuit session each morning. Just as athletes warm up their muscles before a race, many children need a quick 10–15 minute sequence of physical activities to "wake up" their senses and get into a focused state. It helps them reach that **"just right"** level where they aren't too sleepy (under-aroused) or too wiggly/distracted (over-aroused). Here is a example of one you could do at home.



**MY HOME SENSORY CIRCUIT**

**1. WAKE UP!**

Pop-Star Jumps

Star Jumps

The Spin

**2. FOCUS TIME!**

Tightrope Walk

Beanbag Toss

Statue Balance

**3. CALM DOWN!**

Wall Push

Steamroller

Big Squeeze

★ ALL DONE! READY TO START!



## Curriculum Showcase:

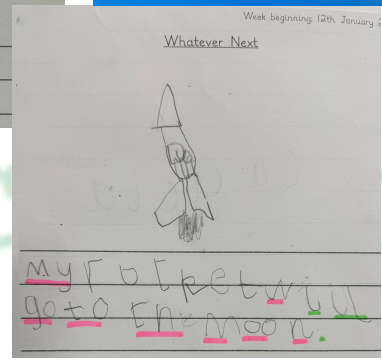
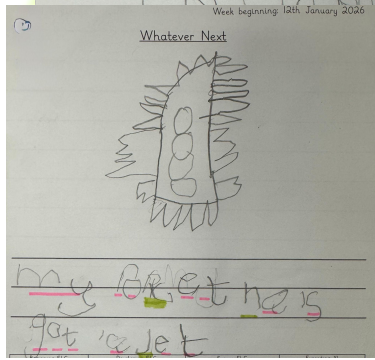
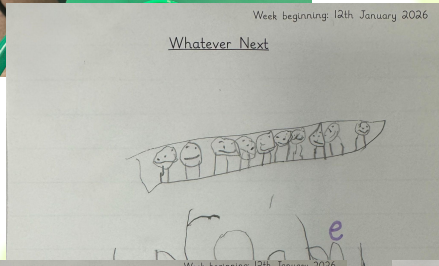
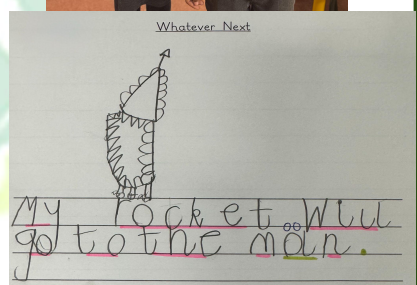
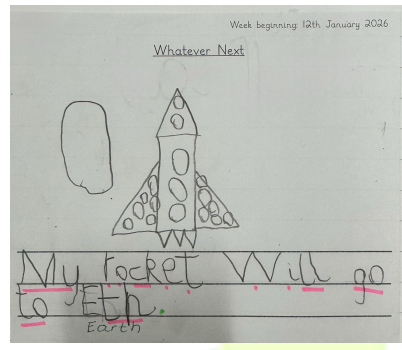
### Nursery

The nursery children have been having a fantastic time taking part in PE sessions with our sports coaches. They showed great enthusiasm while developing their coordination, confidence and listening skills through fun and active games.



## Curriculum Showcase:

### Reception

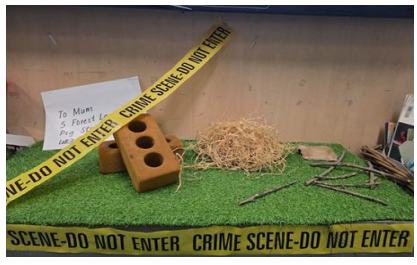


Inspired by the adventures of Baby Bear in *Whatever Next!*, Reception have been exploring the wonders of space. This hands-on learning provided the perfect inspiration for their literacy writing. We were so impressed to see the children using their phonics skills to compose sentences about where they would go in their rockets.

## Curriculum Showcase:

### Year 1

The children in year 1 started off the year by coming back to a crime scene – we had to predict what had happened and who had caused such a mess! After investigating we found that it was the Big Bad Wolf! We read the story and have been learning about the features of a letter so that we could write an apology letter to the three little pigs from the wolf. To finish off our writing unit, we had a visit from a theatre company. We all got to dress up and play lots of fun games all around the wonderful fairytale of 'The Three Little Pigs'.



Crime scene



Pig masks



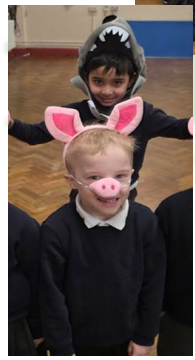
Potato prints



Playing games



Fairytale stories



Dressing up

## Curriculum Showcase:

### Year 2



### Bee-Bot Fever in Year 2!

Year 2 has had a wonderful start to the new year! This term, we are becoming experts in Robot Algorithms. We have been busy investigating sequences, discovering that even a small change in the order of instructions can lead to a very different result.

Using the Bee-Bots, the children have been practicing giving clear commands and making predictions about where their robots will end up. It has been fantastic to see their instructional skills in action as they sharpen their problem-solving skills and watch their code come to life!


## Curriculum Showcase:

### Year 3

Excitement filled the year 3 classrooms, as the children began learning about their new history topic: **The Romans**. To begin their learning, they investigated the daily lives of Ancient Romans by observing the magnificent buildings they built.

The students were fascinated by the sheer scale of Roman engineering, marvelling at the brutal spectacles of the **Colosseum** and the high-speed chariot races held at the **Circus Maximus**. They explored the **Aqua Claudia**, the cultural hubs of the **Theatre of Marcellus**, **The Baths of Caracalla**, **The Temple of Saturn**, and the architectural wonder of the **Pantheon**. They gained a great understanding of how the Ancient Romans balanced work, religion and leisure and how skilled the architects and builders truly were.

Buildings of Ancient Rome  
**The Colosseum**



1

The Colosseum was a huge stadium (also known as an amphitheatre) where Romans watched gladiator fights and wild animal shows.

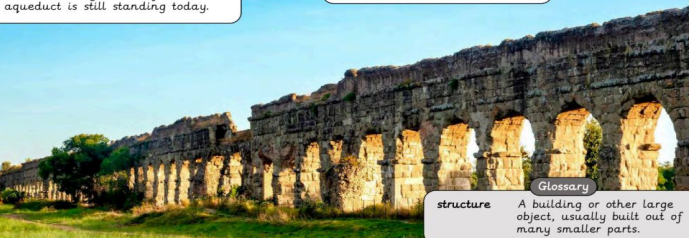
Buildings of Ancient Rome  
**The Pantheon**



3

The Pantheon was a magnificent temple dedicated to the Roman gods. Its large dome had a hole at the top called an **oculus**.

Buildings of Ancient Rome  
**The Aqua Claudia**



The Aqua Claudia was an ancient Roman aqueduct - a long bridge-like structure that brought fresh water into Rome from up to 40 miles away. Much of the aqueduct is still standing today.

**Did you know?**  
 The aqueduct had to be guarded because some ancient Romans tried to steal the water.

**Glossary**  
**structure** A building or other large object, usually built out of many smaller parts.

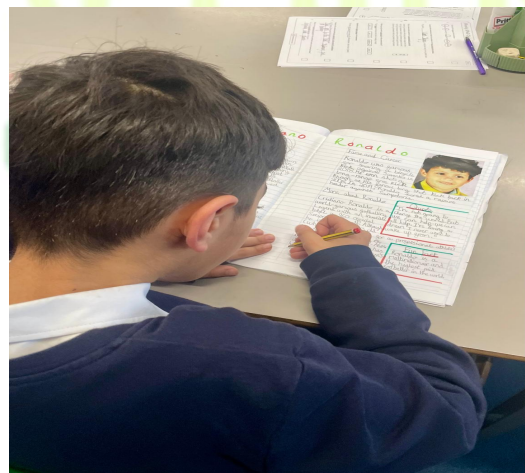
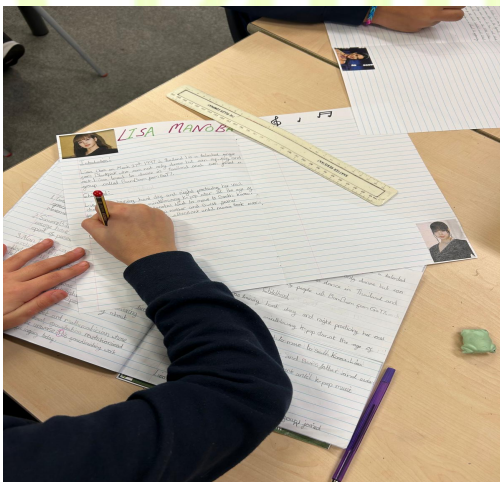
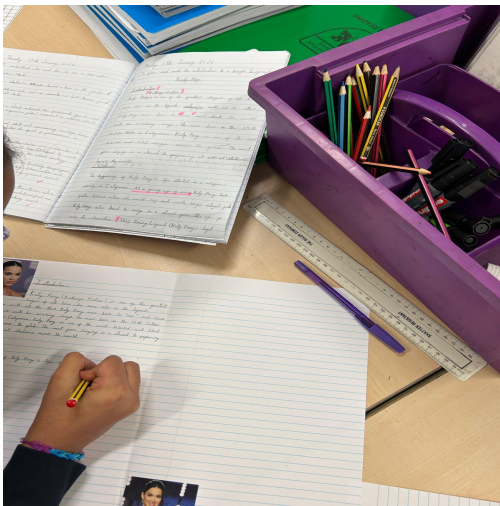




## Curriculum Showcase:

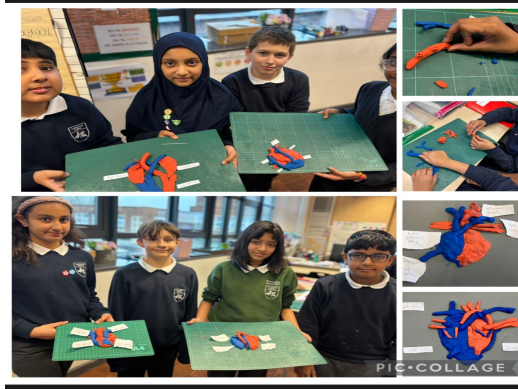
### Year 5

Year 5 pupils have been researching and writing biographies about a person of their choice. They explored inspiring lives while developing their research and writing skills. We are very proud of their writing and presentation.



## Curriculum Showcase:

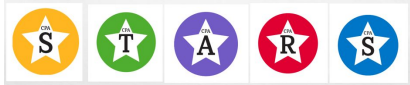
### Year 6



Year six have been learning about the Circulatory System in Science this term. So far, they have looked closely at the important role the heart has in ensuring this system works properly and have used plasticine to create models of this vital organ. The teachers were impressed with how detailed the models have been in including the tube-like blood vessels that take the blood into and out of the heart, as well as the use of the two colours to represent the oxygenated and deoxygenated blood. Great job, year six!



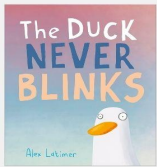
Year six spent an extremely worthwhile and enjoyable morning taking part in the Junior Citizens' Event at Brunel University. During their visit, they took part in different scenarios, (including road and cycle safety, fire safety, online safety and knife crime) which will help them make safe and well-informed choices as they become more independent and move into secondary school. Their behaviour was impeccable and they made their teachers feel very proud. Well done, year six!



## Mrs Matthews' recommended reads:

### EARLY YEARS

#### The Duck Never Blinks by Alex Latimer

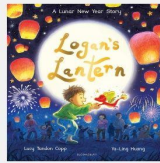


You see that duck over there? You could watch it all day and it wouldn't blink.

Nothing works – not shouting, not jokes, or even sad stories. Maybe you have some other ideas? Just don't take your eyes off the duck, and don't, even for a second, think about blinking!

### KEY STAGE 1

#### Logan's Lantern by Lucy Tandon Copp

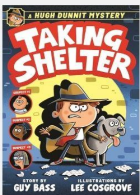


Logan can't wait for tonight's big lantern festival – and he's crafted an enchanting little dragon lantern to join the celebration. But when the lights fade and the shadows grow, his treasured dragon becomes afraid of the dark.

With fireworks rumbling overhead and vibrant lanterns glowing all around, Logan will need to muster all his courage to get himself and his little dragon to the festival. Along the way, he discovers something magical: bravery isn't just about facing what's scary – it's about lighting the way for those we care about.

### LOWER KEY STAGE 2

#### A Hugh Dunnit Mystery: Taking Shelter by Guy Bass



Hugh Dunnit may be a schoolboy, but that doesn't stop him from cracking the toughest cases. Like the case of the shredded maths homework. Sure, lesser minds might collar Hugh's new dog, Shelter. But Hugh knows there's more to sniff out. Working through the suspects, Hugh digs up a bigger mystery: just where does Shelter come from?

A brilliantly funny detective story with comic-book art throughout by Lee Cosgrove.

### UPPER KEY STAGE 2

#### The Boy Who Fell From The Sky by Benjamin Dean



Twelve-year-old Zed has always been fascinated by the Demons that fall from the sky. His whole life his dad has worked as a Hunter, tasked with eliminating Demons once and for all, and Zed hopes to one day follow in his footsteps.

But then one night Spark appears and disrupts everything Zed thought he knew. Because this Demon is nothing like the myths – he's a frightened boy, no older than Zed, who wants to go back home.

Can Zed stand up for what's right, even if it means going against his own family?

## Reminders

### School timings



School starts at 8.40 am and the school gates will close promptly at 8.50 am. If your child arrives after this time they will be marked late.

### Appointments



Medical appointments where possible should be after school. Understandably you cannot book your hospital appointments after school, however dental, GP and opticians appointments should be made after school or as close to the start or end of the day as possible.

### Holidays in Term Time



Holidays during term time will not be authorised and may incur a Penalty Notice of £160.00 per parent per child. To avoid the risk of a Penalty Notice please book all holidays during the holiday dates given, these are available on our website and on the app. If you are unsure of the dates please contact the school.

### Pre Ordering school lunch



Please ensure you pre order your child's lunch via ParentPay, this way you can decide in advance what your child would like to eat for the week.

