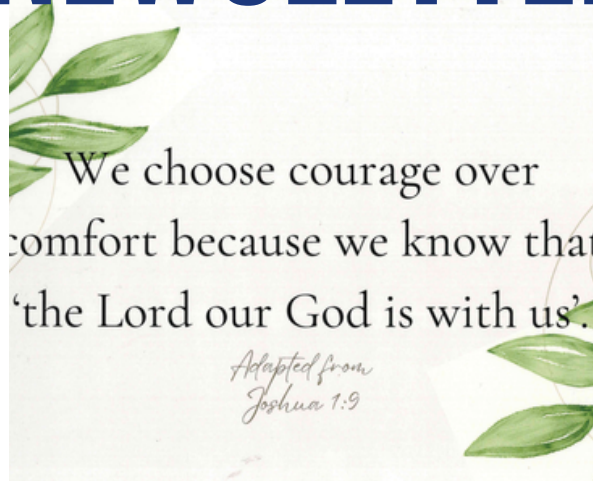


NEWSLETTER



Dear Parents and Carers,

This week, our school community has been a wonderful example of our core value of courage. Courage is not just about facing big moments; it is about showing determination, resilience and positivity, even when things feel challenging.

Our Year 6 pupils have demonstrated this value brilliantly during SATs week. They have approached each day with calm focus, perseverance and a willingness to give their very best. We know that assessments can feel daunting, but our children have reminded us all what courage truly looks like: turning up with a positive mindset, supporting one another, and keeping going, even when things feel tough.

We are incredibly proud of each and every one of them. Their hard work over the year, combined with their maturity and resilience this week, has been inspiring to see. They have also shown kindness and encouragement to their peers, reminding us that courage often comes hand-in-hand with compassion.

Thank you to our staff and families for the care and support you have given our Year 6 pupils during this important time. Together, we have created an environment where children feel confident to face challenges and succeed.

Well done, Year 6—you have truly lived out our value of courage.

Mrs Pearson

S Pearson
Headteacher

School Dates for the Diary

- 21.05.26 - Y6 Football Tournament
- 22.05.26 - Mansfield Town Football sessions in school
- 22.05.26 - Y6 Fire Station Visit
- 23.05.26 - HALF TERM
- 01.06.26 - INSET day
- 02.06.26 - Children return to school
- 09.06.26 - Year 6 Trip to Crucible Theatre
- 10.06.26 - Cricket Festival Y5 and 6
- 19.06.26 - Father's Day Breakfast
- 01.07.26 - Sports Day
- 07-10.07.26 - Y6 Bikeability
- 14.07.26 - Whole School Transition Day
- 16.07.26 - Reserve Sports Day
- 20.07.26 - Y6 Performance (2:00 and 5:00)
- 22.07.26 - Y6 Leavers Service at Church
- 23.07.26 - Whole School Transition Day
- 24.07.26 - LAST DAY OF TERM



We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders make bold curriculum choices that enable children to:

- gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life's challenges.

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you." (Joshua 1:9)

YR - Mrs Dubowski

This week foundation have been writing out instructions on how to grow their own beans. We are very excited to be growing our own bean (in a bag). Once they are ready, the children will be able to take them home to plant. Whilst learning about instructions, we have also recapped our knowledge about time connectives and have begun learning bossy words. In maths, we have learnt about rotating shapes. We consolidated our knowledge of 2D shapes and then began to look at how to rotate shapes; we tried to do a tangram but it we found it quite tricky. In topic, we recapped what we knew about Alma Thomas and her work before creating our own piece of work inspired by Alma. We then made a large collage of all the pieces and hung them in the creative area.

Year 1 - Miss Bower

Year one have had a lovely week, we have planned our recount in English ready for us to write next week, we had some fantastic time words. In maths we have been looking at repeated addition to help with multiplication.

We have been observing the caterpillars for science this week and have been look at the life cycle of them, we have made predictions on what we think will happen and when. In RE we have been exploring the similarities and differences between a church and a synagogue. We have enjoyed our football lesson this morning ready for the shootout in the 3rd June!

Y2 - Mrs Turvey

In maths, Year 2 have commenced their unit on fractions, beginning with a foundational exploration of unequal and equal groups before progressing to recognise and identify one half. This methodical approach ensures that children develop a secure understanding of fractional concepts from the outset. As we move forward into next week, our focus will shift towards one quarter and three quarters of both shapes and quantities, building upon the conceptual framework our children have established.

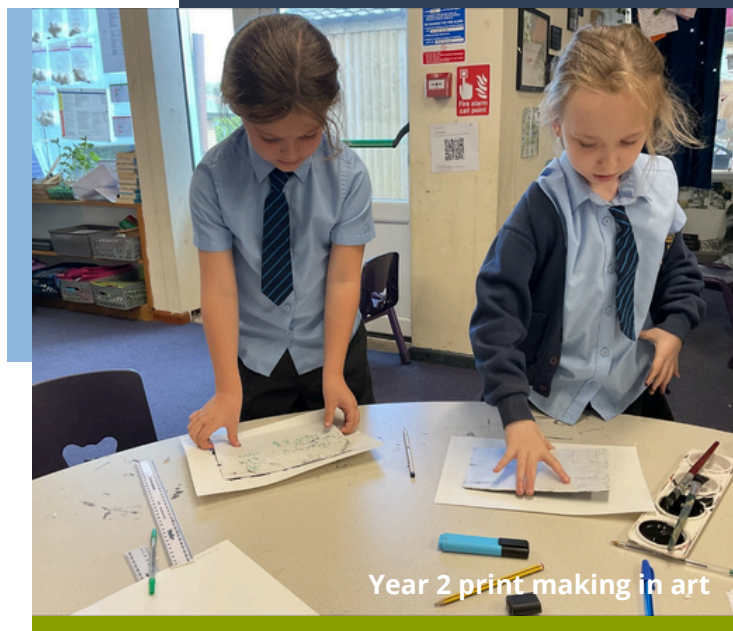
The quality of work produced in English this term has been exemplary and we've veery proud of the children. Our children have completed their leaflets on ancient Egypt, next week we'll publish and share these outcomes.

Our geography and history provision has linked to the ancient Egypt topic, allowing children to develop a more holistic understanding. In geography, children have studied maps of Egypt whilst exploring climate zones and their relationship to the equator. This geographical knowledge has then been contextualised within our history curriculum, where children have examined how the ancient Egyptians shaped the course of human civilisation.

In art, our children have progressed to their final outcomes, with printmaking work nearing completion. We anticipate finishing these pieces next week, and I look forward to displaying the finished results.

Y3 Miss Wain

Year 3 have had a wonderfully busy and exciting week! In Maths, they have completed their unit on mass and capacity and will be moving on to Fractions. In English, the children have written the first part of their reply to Mr Tumnus and are going to complete this next week as part of their independent write. There is lots of Maths and SPAG homework online for the children to do and practise their consolidation of skills! During P4C, the class discussed stereotypes, what these are and whether they are positive or negative. In Geography they thought about the advantages and disadvantages of Tourism in a place. In Art, they drew their Starry Night landscape and began painting the background. We will let this dry and finish off the foreground next week. In Computing, the children finished their Branching Databases and will move on to creating a more complex design next week.



Year 2 print making in art



Year 2 print making in art



Year 3 Practising their tennis skills

Y4 - Miss Buckley

In Maths, we have been learning about time, focusing on converting between analogue and digital clocks. The children worked hard to apply their understanding of hours, minutes, and time intervals, although many found this concept quite challenging. We will continue revisiting this to build confidence and fluency. In English, the children wrote a balanced argument discussing whether Henry VIII was a good or bad leader. They used evidence from our History learning to support their points and carefully considered both sides of the argument. Interestingly, there was a very strong consensus that he was not a good leader! In RE, we explored what it means to act as the "Body of Christ" and reflected on the Fruits of the Spirit. The children took part in a drama activity to help bring these ideas to life and think about how they can demonstrate these qualities in everyday situations. In Science, we planned an investigation to explore tooth decay, thinking carefully about the sugar levels found in different drinks and how these may affect our teeth. The children showed great scientific thinking when making predictions and discussing fair testing. In History, we learned about the impact that religious changes had on people during Tudor times, particularly focusing on how churches changed in appearance during different reigns. The children considered how these changes may have affected ordinary people living at the time. In Music, we recapped the duration and value of musical notes, revisiting how many beats each note represents and applying this knowledge in practical activities with our recorders. In Computing, the children experimented with creating beats using music software, exploring rhythm and pattern while developing their digital creativity. In Spanish, we gathered and revised the vocabulary needed to collect information in a survey, while also recapping how to describe hair and eye colour. In DT, the children finalised their Tudor pie designs, carefully considering the ingredients they would need and checking their design briefs in preparation for cooking next week.

Y5 - Mrs Marshall

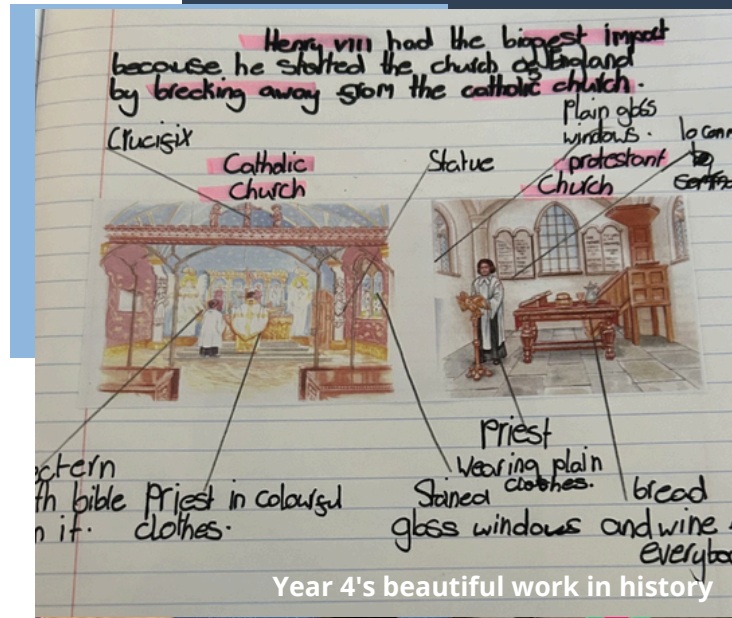
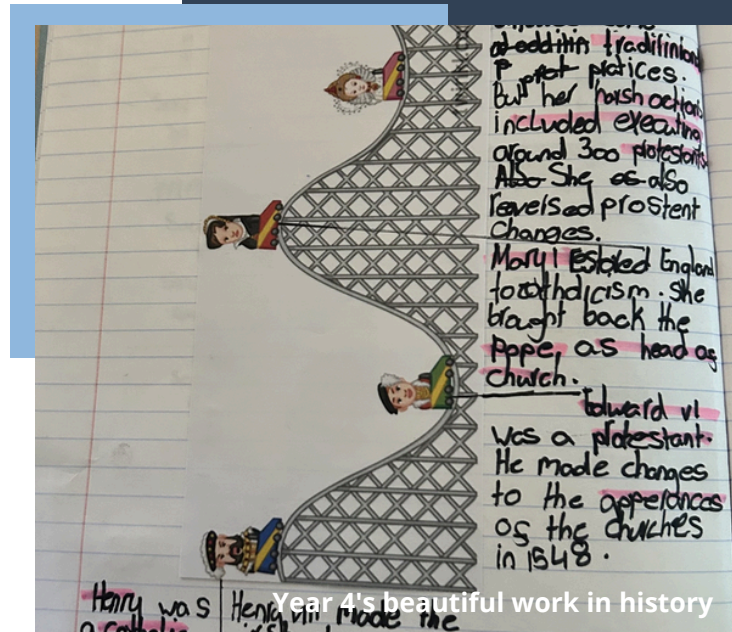
Year 5 have been completing their first person narrative this week by writing from the perspective of Albert in War Horse. They have thought carefully about language choices, speech and their descriptions too to bring their learning to life. Next week, they will write their resolution and ending as an independent write to complete this unit. In maths, the class have moved onto a unit on statistics. We have been exploring how to read and interpret timetables as well as looking at reading and interpreting line graphs. They have enjoyed this and have particularly enjoyed looking at timetables to find out information. In history, we have been considering the reliability of sources by exploring interviews from people who were recruited through the Military Service Act. Next week, we will explore the significance of the MSA (1916) by considering the impact it had on lives then and the impact it still has on lives today.

Stepping Stones

It's been another busy week for Stepping Stones. We have been thinking about a range of topics including a refresher on how to stay safe around our school dog and also keep him safe! We've thought about how we can make sure we are always being respectful of Buzz's space by watching his body language, making sure we check with a grown up before we stroke him and also giving him lots of time to rest! We have also been testing our sewing skills this week in many areas. We found a teddy that had a hole in it and decided we would fix him up by sewing him back together. This prompted us to design and begin making our own unique hand puppets.

Y6 - Mrs Woodward

Year 6 have had a hard, but good week completing their SATs. They have all worked extremely hard and showed just how wonderful they are throughout the testing process. Even when things were tricky, they persevered and didn't give up! To end the week, they are enjoying a much needed pyjama, pizza and movie day!



Stepping Stones emergency care for our reading bear

OPAL



Highlights

There has been so much enthusiasm and creativity that our children have demonstrated during OPAL sessions. The outdoor play and learning initiative continues to provide a rich environment in which our children can develop their social skills, physical capabilities, and imaginative thinking across a range of carefully designed spaces.

It's been lovely observing the way in which children from different year groups have come together to collaborate and play. The bars, tunnel, sand pit, and large-scale construction areas have all proven exceptionally popular, and it is evident that children are making thoughtful choices about where they wish to direct their energies and creativity. This cross-year interaction is precisely the kind of social learning that we believe is fundamental to the development of our school community. When younger children see older children engaged in complex, imaginative play, and when older children have the opportunity to mentor and include their younger peers, we see genuine growth in both confidence and collaborative capability.

The success of OPAL would not have been possible without the generous support of our community. I would like to extend my sincere gratitude to all those who have contributed sponsorship money for the marathon. We are currently in the process of carefully counting all contributions, and we will be sharing the total amount raised, in next weeks newsletter. Once we have finalised our fundraising figures, we will be working closely with the children themselves to identify what additional resources and facilities they would like to see added to our current play offer. This is an important part of our approach—ensuring that our children have genuine agency in shaping their learning environment. By involving them in this decision-making process, we reinforce the message that their voices matter and that their ideas are valued within our school community.



Resources needed:

- Balance bikes
- Scooters
- Ride on toys
- Pushchairs
- Prams