



### Dates for the Diary

#### Spring Term

- Monday 4<sup>th</sup> May** – Bank Holiday (school closed)
- Monday 11<sup>th</sup> to Thursday 14<sup>th</sup> May** – Year 6 SATs
- Thursday 14<sup>th</sup> May** – Yr2 Tower of London Visit
- Friday 22<sup>nd</sup> May** – Last day of term
- Monday 25<sup>th</sup> May** – Bank Holiday (school closed)
- Tuesday 26<sup>th</sup> to Friday 29<sup>th</sup> May** – School holidays

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- Monday 1<sup>st</sup> June** – First day back for children 8:30am
- Friday 5<sup>th</sup> June** – Nursery closed due to Open Day for new intake
- Monday 8<sup>th</sup> June** – Phonics Screening Week
- Thursday 11<sup>th</sup> June** – Class/group/family photos
- Friday 26<sup>th</sup> June** – Reception early closure at 12:30 – collect via Rockwell Road entrance only

Dear Parent/Carer,

Happy 1<sup>st</sup> of May. Today, the happiness calendar states;” Do something kind for someone you care about.”

This week has certainly been an interested one. During lunch time on Monday, we had a flying visit from a lost, baby parrot. At one point “Mango” (the children chose that name) attempted to nest on the top of my head(!)

Thankfully, we know a “birdman” who took Mango home and tended to the baby bird whilst trying to locate its owner. Mango had an immediate effect on the children, leading to sketches and drawings being completed and given to me.



We have a very exciting curriculum – in this edition of Snippets, you will see the topic webs from Nursery to Year 6. Our curriculum has the Characteristics of Effective Learning at its foundation. We use the acronym: M.E.T

- Active Learning – **Motivation**
- Playfulness & Exploring – **Engagement**
- Creating & Critical Thinking – **Thinking**

You can read more about our curriculum here:

<https://www.huntershallprimary.org.uk/about-us/curriculum/>

Yesterday, a collection of our Kindness Ambassadors took part in a global, online debate with our link schools in Nigeria. Our debate argument was: “Boys have more opportunities than girls.” Linked to gender equality. The children put forward a very detailed, data filled argument in an eloquent and expressive way.

Have a lovely May Day Bank Holiday weekend!  
May the 4<sup>th</sup> be with you(!)

Michael Kaitell,  
Headteacher

Gender



Equality

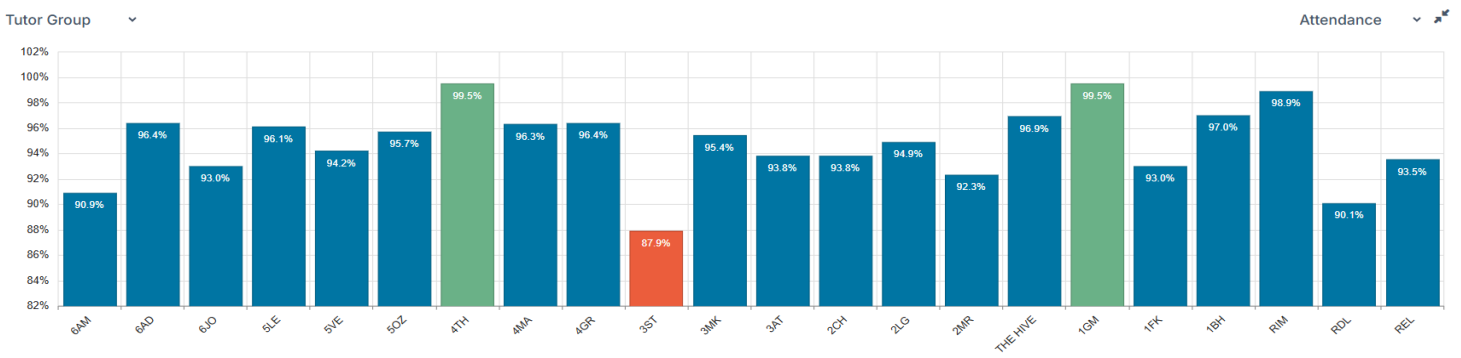
### Good attendance means...

Being in school at least 95% of the time or 180 to 190 days








**Congratulations to the classes with 96%+ attendance.**

### Attendance Matters



**Team Points****Uniform Shop Date****TEAM POINTS**

	<b>Tigers</b>	<b>495</b>
	<b>Bears</b>	<b>493</b>
	<b>Wolves</b>	<b>585</b>
	<b>Sharks</b>	<b>651</b>
	<b>Komodo Dragon</b>	<b>615</b>

School uniform can be purchased from 3:00-4:00pm  
in the dining hall on the following dates:



**Wednesday 13<sup>th</sup> May**  
**Wednesday 10<sup>th</sup> June**  
**Wednesday 24<sup>th</sup> June**

**Gold Award Debit Card Recipients**

Each week we publish any recipients of the new Gold Award Debit Card.

**Gold Award Recipients**

<b>Name</b>	<b>Class</b>
<b>Reid Turner</b>	<b>RIM</b>
<b>Ronela Bikciu</b>	<b>RIM</b>
<b>Lacie Hyde</b>	<b>RIM</b>
<b>Eddley Mota</b>	<b>4TH</b>
<b>Ellis Ross-Kodjoe</b>	<b>4TH</b>
<b>Haashim Adesina</b>	<b>3MK</b>

**Parent/Carer Handbook**

Scan the QR code or visit <https://sway.cloud.microsoft/BeyF4UIXJ7IWwlv?ref=Link>



## School Uniform

School uniform can be purchased from 3:00-4:00pm in the dining hall. The dates vary throughout the year.

In a hope to reduce the cost of school uniform, from September, you will have the option to purchase iron-on badges for plain white polo shirts and plain red jumpers. Badges will cost £1.20 and should make uniform more affordable.

Uniform can also be purchased online: [www.schooluniformdirect.org.uk/schools/product-category/schools-and-clubs/hunters-hall-primary/](http://www.schooluniformdirect.org.uk/schools/product-category/schools-and-clubs/hunters-hall-primary/)

Or Telephone: 01992 763679 / Email: [info@schooluniformdirect.org.uk](mailto:info@schooluniformdirect.org.uk)



## Parent Hub

We would like all parents/carers to join us on Parent Hub.

Parent Hub is a FREE app that helps keep you up to date with what's going on at school. You'll receive messages, pictures, documents and newsletters, all in one handy place.



1. Download the Parent Hub app from your app store (iPhone or Android).
2. Create yourself an account.
3. Choose "Add a School" and enter:

**@HuntersHallPS**

### How to translate messages in the Parent Hub app (guidance for schools)

In the app, parents just tap the 'translate' button in the bottom right of a message.

This applies to old messages, as well as new ones.

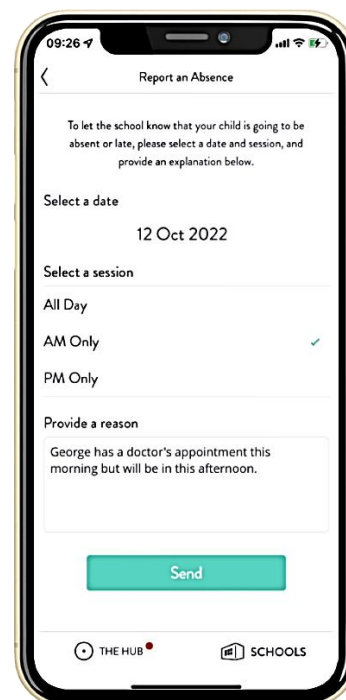
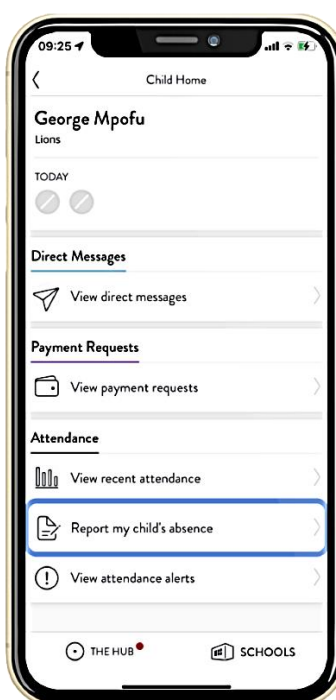
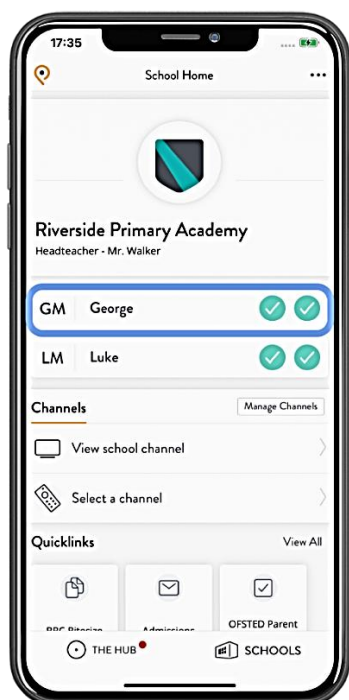
link below for a useful guide.

<https://support.parenthub.co.uk/hc/en-us/articles/6172951020689-How-to-translate-messages-in-the-Parent-Hub-app>

To find out more, click the



## Reporting absence



## Uniform Reminder & PE Days 2025-2026

During the course of this academic year, we are phasing out some of our school uniform in an effort to make it more affordable for our parent body.

Our school uniform provider now sells school badges for £1.20 so that you are able to purchase plain white polo shirts/ plain red jumpers/cardigans and iron on the badge. (Our current provider will continue to sell their stock of red and grey uniform items and staff has been informed that it is a gradual phase out)

We have reduced the number of days that children require their school uniform by allowing them to wear their PE kit on two days of the week. (You will be notified if there is a special day such as school photographs so that you can ensure that children are dressed appropriately.)

### School Uniform (only 2 branded clothing items necessary & 1 branded book bag)

White Polo Shirt (with logo/ iron-on badge)

Red jumper/ Cardigan (with logo/ iron-on badge)

Grey school trousers/ skirt/ shorts

Summer Dress

Plain black shoes/ trainers



### PE Kit

Plain white t-shirt

Red shorts

Red/ Grey jogging bottoms

Red fleece

Black plimsolls



More and more children are wearing the incorrect P.E. kit. Proper clothing and footwear are essential in all P.E. lessons for reasons of health and safety and comfort.

◀ The permitted kit is advertised here.

### PE Days 2025-2026

Year Group	PE Day 1	PE Day 2
<b>Reception</b>	<b>Friday</b>	
<b>Year 1</b>	<b>Monday</b>	<b>Tuesday</b>
<b>Year 2</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>Year 3</b>	<b>Tuesday</b>	<b>Friday</b>
<b>Year 4</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>Year 5</b>	<b>Tuesday</b>	<b>Thursday</b>
<b>Year 6</b>	<b>Tuesday</b>	<b>Thursday</b>

Swimming is part of the national curriculum. Children in Year 4 & non-swimmers from Year 6 are offered swimming lessons. From time to time, other selected pupils are given this opportunity.

Children must wear suitable and appropriate swimwear and a swimming hat. They must also have a towel, dressing gown and waterproof footwear.

This year, we will operate a mobile swimming pool on the school site.


# Topic Webs

<p><b>Personal Social and Emotional Development</b> <b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>Organise ourselves independently when hanging up our coat and self-registering.</li> <li>Play with one or more children, extending play and suggesting ideas.</li> <li>Inhibit our own actions.</li> <li>Welcome distractions when upset.</li> <li>Follow simple instructions that are given.</li> <li>Begin to understand the difference between healthy and unhealthy.</li> <li>Persevere on a task with support.</li> </ul>	<p><b>Expressive Arts and Design</b> <b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>Paint with a purpose in mind and with care.</li> <li>Look after resources such as putting lids on pens and glue sticks.</li> <li>Use tape when junk modelling.</li> <li>Use clay to model and begin to understand its property and limitations.</li> <li>Use natural materials to make patterns.</li> <li>Take on roles in pretend play and respond to others.</li> <li>Play with small world toys, making up different scenarios and stories and responding to other's ideas.</li> <li>Look at an artist's work and recreate own version.</li> <li>Make a wax rubbing.</li> <li>Explore pitch – make high and low sounds.</li> </ul>	<p><b>Literacy (Reading &amp; Writing)</b> <b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>Talk about the stories we share.</li> <li>Give meaning to marks we make and see in the environment.</li> <li>Make marks to represent our own name.</li> <li>Join in with repeated phrases in stories.</li> <li>Draw pictures of ourselves, using circles and lines, adding details: e.g. feet and hair.</li> <li>Use puppets to act out stories.</li> <li>Recognise some letter sounds and shapes.</li> </ul>
<p><b>Physical Development</b> <b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>Put on own coat and attempt to do up our zip. Take off our own shoes.</li> <li>Use anticlockwise movements and trace vertical lines.</li> <li>Cut with scissors on paper, moving forward in a line.</li> <li>Show awareness of obstacles and others so change speed and direction.</li> <li>Stand on one leg.</li> </ul>	<p><b>Summer Term 1</b> <b>Nursery – We're Not Scared</b> <b>Core Texts – Nursery Rhymes, We're Going on a Bear Hunt, Three Billy Goats Gruff, Brown Bear Brown Bear</b></p>	
<p><b>Characteristics of Effective Teaching and Learning</b> <b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>Choose our own activities and show a can-do attitude.</li> <li>Maintain focus for longer periods of time.</li> <li>Persist when challenges occur.</li> <li>Think of our own ideas and test ideas.</li> <li>Solve our own problems.</li> <li>Act out our own experiences.</li> </ul>	<p><b>Understanding the World - We are learning to:</b></p> <ul style="list-style-type: none"> <li>Notice changes that occur in Spring/ Summer.</li> <li>Make maps linked to stories and follow routes for a treasure hunt.</li> <li>Explore light using a dark box and torches.</li> <li>Talk about the days of the week and what happens on different days.</li> <li>Explore different environments and talk about animal babies and homes.</li> <li>Name and describe physical features such as mountains, beaches, forest.</li> <li>Talk about what happens during Easter.</li> <li>Talk about cameras and how they work as well as take photos.</li> </ul>	<p><b>Communication and Language</b> <b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>Join in with group activities, share our own ideas and understand some humour.</li> <li>Listen and respond to stories.</li> <li>Organise ourselves and others in play.</li> <li>Begin to answer who, what and where questions about our own experiences.</li> <li>Talk about changes that we can see.</li> <li>Share thinking when faced with problems.</li> </ul>
		<p><b>Mathematics</b> <b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>Count accurately to 5 then 10.</li> <li>Compare objects by weight.</li> <li>Make structures with 3D shapes, explore how they fit together and solve problems.</li> <li>Recognise the amount of 1 – 5 (subitise).</li> <li>Match numerals to quantity.</li> <li>Order events and sort day and night events.</li> <li>Notice the amount changes when we take objects away and to recognise less.</li> </ul>




<p><b>Personal Social and Emotional Development (PSHE, Mindfulness, RSE, Educational Visits/Visitors/British Values)</b> <b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>Choose our own resources and return when finished.</li> <li>Accept and adapt to changes to routines.</li> <li>Compromise to the ideas expressed by others.</li> <li>Recognise different emotions in others and respond accordingly.</li> <li>Follow instructions of several steps.</li> <li>Persevere when faced with challenges.</li> </ul>	<p><b>Expressive Arts and Design (Art, Music, D&amp;T)</b> <b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>Manipulate materials for a desired effect.</li> <li>Use natural materials to create pictures.</li> <li>Make different marks with a pencil and other mark making materials. E.g. to create texture or detail to our work.</li> <li>Draw from observation and memory.</li> <li>Create stories/narratives in small world or role-play.</li> <li>Create and respond to different types of music.</li> <li>Perform solo or as a group.</li> <li>Talk about how a piece of music or a piece of Art makes us feel.</li> </ul>	<p><b>Literacy (Reading &amp; Writing)</b> <b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>Continue a rhyming string.</li> <li>Read words and sentences consistent with phonic knowledge. This includes words with digraphs. (2 letters that make one sound e.g. oa as in boat.</li> <li>Recognise our harder to read and write words (non-decodable words e.g. said, was) to help our fluency in reading.</li> <li>Write a letter</li> <li>Order the events of a story.</li> <li>Write sentences independently.</li> <li>Leave a finger space between each word.</li> <li>Join 2 ideas with 'and'.</li> </ul>
<p><b>Physical Development (Physical Education)</b> <b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>Form letters correctly and to sit our writing on the line.</li> <li>Cut shapes with scissors, moving the paper to cut accurately</li> <li>Throw and catch a ball with increasing accuracy.</li> <li>Balance on different body parts.</li> <li>Move in different and creative ways.</li> </ul>	<p><b>Summer Term 1</b> <b>Reception – We're not scared!</b> <b>Core Texts – Letters To A Monster, Bedtime for Monsters, Alligators (Non-Fiction book)</b></p>	
<p><b>Characteristics of Effective Teaching and Learning</b> <b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>Plan our own activities whilst showing a can-do attitude.</li> <li>Maintain focus for extended periods.</li> <li>Think of our own ideas and test ideas.</li> <li>Set and solve our own problems.</li> </ul>	<p><b>Understanding the World (Science, History, Geography, Religious Education &amp; Computing)</b> <b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>Investigate forces – push and pull.</li> <li>Use maps to find different countries of personal interest.</li> <li>Explore different habitats and name the animals that live there.</li> <li>Identify physical and human features in different environments.</li> <li>Understand the importance of oral hygiene.</li> <li>Explore bee-bots. To give and follow instructions.</li> </ul>	<p><b>Communication and Language (Speaking &amp; Listening, Languages/MFL/P4C)</b> <b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>Use talk to solve problems and organise thinking.</li> <li>Anticipate or predict key events in the stories we share.</li> <li>Understand humour in stories and in jokes</li> <li>Follow a story without pictures or props.</li> <li>Respond to others in discussion and in play.</li> <li>Ask and answer who, what, where and why questions.</li> <li>Talk about changes that we can see.</li> </ul>
		<p><b>Mathematics</b> <b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>Estimate</li> <li>Measure and order capacity</li> <li>Recognise coins and add them together</li> <li>Name common 2D and 3D shapes and describe their properties</li> <li>Use the language of ordinal numbers e.g. first, second, third last</li> </ul>



<p><b>Personal Social and Emotional Development (PSHE, Mindfulness, RSE, Educational Visits/Visitors/British Values)</b></p> <p><b>We are learning about:</b></p> <ul style="list-style-type: none"> <li>The importance of a varied diet</li> <li>How to prepare a healthy packed lunch</li> <li>How germs spread and how we can stop them</li> <li>Keeping ourselves clean</li> </ul> <p><b>Visits and visitors:</b></p> <ul style="list-style-type: none"> <li>Drama4All Peter Pan workshop</li> <li>Visit to a Hindu Temple</li> </ul>	<p><b>Literacy (Reading &amp; Writing)</b></p> <p><b>We are learning:</b></p> <ul style="list-style-type: none"> <li>To use non-fiction books to research our topic.</li> <li>To use a variety of strategies to help us decipher unfamiliar words.</li> <li>To recognise alternative sounds for known digraphs.</li> <li>How to recall information from the text we have read and answer questions (comprehension skills).</li> <li>How to answer inference questions.</li> <li>To write in a variety of styles for different audiences – leaflets, fact files, newspaper reports and stories.</li> <li>To write in full sentences.</li> <li>To punctuate our work with ? and !</li> <li>To spell the year 1 common exception words correctly</li> </ul>	<p><b>Expressive Arts and Design (Art, Music, D&amp;T)</b></p> <p><b>We are learning about:</b></p> <ul style="list-style-type: none"> <li>Listening to a piece of music and using words to describe what we hear.</li> <li>Naming and playing a glockenspiel or chime bars.</li> <li>Composing an ostinato pattern</li> <li>Improvising using 3 notes</li> <li>Designing a puppet</li> <li>Joining pieces of fabric together using a running stitch</li> <li>Evaluating our work, saying what went well and what we could improve.</li> </ul>
<p><b>Physical Development (P.E.)</b></p> <p><b>This term's topics are:</b> <u>Locomotion: Jumping</u> We will learn about the different types of jumps, and how to land safely on our feet. We will look at how to use our knees and arms to give us more power when jumping. <u>Rackets, bats and balls</u> We will explore dribbling a ball using a bat, showing control and speed. We will then move on to pushing our ball accurately towards a target.</p>	<p style="text-align: center;"><b>Year 1 Summer Term 1</b></p> <p style="text-align: center;"><b>Arctic Adventures</b></p> 	<p><b>Communication and Language (Speaking &amp; Listening, Languages/MFL/P4C)</b></p> <p><b>We are learning about:</b></p> <ul style="list-style-type: none"> <li>Asking questions and listening to the answers.</li> <li>Speaking in full sentences.</li> <li>Correcting our sentences if we use the incorrect tense.</li> <li>New and exciting vocabulary and how to use them in sentences.</li> <li>New stories and topics to discuss with our peers.</li> <li>Using our voice to express our likes and dislikes.</li> <li>Solving arguments in a calm and fair way.</li> </ul>
<p><b>Characteristics of Effective Learning (Playing &amp; Exploring – Engagement; Active Learning – Motivation; Creating &amp; Thinking Critically – Thinking)</b></p> <p><b>We are learning about:</b></p> <ul style="list-style-type: none"> <li>Showing curiosity by asking and answering questions</li> <li>Paying attention to detail and taking pride in our work.</li> <li>Solving problems in new ways, showing determination and resilience.</li> <li>Being independent and using resources to help when things are tricky.</li> </ul>		<p><b>Understanding the World (Science, History, Geography, Religious Education &amp; Computing)</b></p> <p><b>We are learning about:</b></p> <ul style="list-style-type: none"> <li>Identifying and naming common plants</li> <li>What a plant needs to grow</li> <li>The difference between deciduous and evergreen trees.</li> <li>The names of the different parts of a flower and plant.</li> <li>The life of a significant individual - Matthew Henson</li> <li>The location of cold areas of the world, and their features.</li> <li>Recording the daily weather and looking at seasonal weather patterns</li> <li>Using simple compass directions (North, south, east and west)</li> <li>How to use a keyboard (ICT).</li> <li>How to use a keyboard to add and edit text</li> <li>How to change the size, colour and appearance of text</li> <li>Sikhism and how people show they belong</li> </ul>




<p><b>Expressive Arts and Design (Art, Music, D&amp;T)</b></p> <p><b>We are learning about:</b></p> <ul style="list-style-type: none"> <li>expressing how music makes us feel</li> <li>exploring rhythm using untuned percussion instruments</li> <li>how music can be used to express emotions and trigger our imagination</li> <li>how notes and tempo can be used to create musical patterns</li> <li>creating music digitally using Chrome Music Lab.</li> <li>The movement of a simple mechanism, using wheels and axles.</li> </ul>	<p><b>Personal Social and Emotional Development (PSHE, Mindfulness, RSE, Educational Visits/Visitors/British Values)</b></p> <p><b>We are learning:</b></p> <ul style="list-style-type: none"> <li>to help ourselves and others develop a positive attitude that supports our wellbeing</li> <li>to explain things that they like and dislike, and understand that they have choices about these things</li> <li>to understand and explain that some choices can be either healthy or unhealthy and can make a difference to our own health</li> <li>to explain how germs can be spread</li> <li>to describe simple hygiene routines such as hand washing</li> <li>to understand that vaccinations can help to prevent certain illnesses</li> <li>to name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain)</li> <li>to describe how food, water and air get into the body and blood</li> </ul>	<p><b>Literacy (Reading &amp; Writing)</b></p> <p><b>We are learning:</b></p> <ul style="list-style-type: none"> <li>to develop pleasure in reading through listening to stories read aloud</li> <li>to sequence the events in books and stories</li> <li>to answer questions based on the text read</li> <li>to punctuate sentences using commas, apostrophes, full stops, question marks and exclamation marks</li> <li>to write for different purposes (narrative, personal experience and real events)</li> <li>to explore new vocabulary</li> </ul>
<p><b>Physical Development (Physical Education)</b></p> <p><b>This term we are focussing on:</b></p> <ul style="list-style-type: none"> <li><b>Ball skills:</b> cricket. Hitting a ball with a bat, using accuracy and power, hitting a ball into a space.</li> <li><b>Locomotion:</b> jumping. Different types of jumps, applying jumping to a game. Linking movements with jumping. Developing jumping combinations.</li> </ul>	<p style="text-align: center;"><b>Year 2</b></p> <p style="text-align: center;"><b>Summer Term 1</b></p> <p style="text-align: center;"><b>London's burning</b></p> 	<p><b>Communication and Language (Speaking &amp; Listening, Languages/MFL/P4C)</b></p> <p><b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and our peers</li> <li>ask relevant questions to extend our understanding and knowledge</li> <li>speak with a clear and audible voice</li> <li>develop and use new vocabulary appropriate to our topic</li> <li>listen to the views of other people</li> </ul>
<p><b>Characteristics of Effective Learning (Playing &amp; Exploring – Engagement; Active Learning – Motivation; Creating &amp; Thinking Critically – Thinking)</b></p> <p><b>We are learning:</b></p> <ul style="list-style-type: none"> <li>to develop our curiosity by asking questions to further our knowledge and understanding</li> <li>to work collaboratively with a partner or within a small group</li> <li>to treat everyone with respect</li> <li>to develop resilience by making and learning from our mistakes</li> <li>to talk about our ideas and opinions</li> <li>to set and achieve realistic goals</li> </ul>		<p><b>Understanding the World (Science, History, Geography, Religious Education &amp; Computing)</b></p> <p><b>We are learning:</b></p> <ul style="list-style-type: none"> <li>to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>to use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> <li>about the lives of significant individuals in the past who have contributed to national and international achievements – Samuel Pepys.</li> <li>about an event beyond living memory that is significant nationally and globally – the Great Fire of London</li> <li>about how we find out about things in the past.</li> <li>about forgiveness and what it means to say sorry.</li> <li>about plants. How plants can grow from seeds and bulbs. We will learn about what a plant needs to grow, plus the names and roles of plant parts. We will describe the lifecycle of a plant and observe how a plant grows from a seed</li> </ul>




<p><b>Personal Social and Emotional Development (PSHE, Mindfulness, RSE, Educational Visits/Visitors/British Values)</b></p> <p><b>We are learning:</b></p> <ul style="list-style-type: none"> <li>• The origins of democracy.</li> <li>• Rules within society.</li> <li>• How to keep myself healthy and well.</li> <li>• Celebrate and develop my skills.</li> <li>• How to develop empathy.</li> </ul>	<p><b>Expressive Arts and Design (Art, Music, D&amp;T)</b></p> <p><b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Improvise and compose music for a range of purposes.</li> <li>• Find out how artists can combine art and craft using painting and sewing together to make art.</li> <li>• Use two media together such as paint and thread, we can use their unique qualities in different ways to build an image.</li> <li>• Use one medium such as mark making in drawing, can be used in another such as sewing.</li> <li>• Recognise that we don't have to use materials in traditional ways – it is up to us to reinvent how we use materials and techniques to make art.</li> </ul>	<p><b>Literacy (Reading &amp; Writing)</b></p> <p><b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions to extend understanding and knowledge.</li> <li>• Use relevant strategies to build vocabulary.</li> <li>• Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• Apply strategies when reading unknown texts.</li> <li>• Plan, draft and edit writing for a purpose.</li> <li>• Organise paragraphs around a theme.</li> <li>• Write a persuasive argument using evidence.</li> <li>• Write detailed stories, instructions and diary entries.</li> </ul>
<p><b>Physical Development (Physical Education)</b></p> <p><b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Develop the underarm throw/roll for accuracy.</li> <li>• Combine throwing and rolling with accuracy to outwit an opponent.</li> <li>• Strike using rollers (putters)</li> <li>• Work within a team to complete challenges.</li> <li>• Identify attributes of a successful team.</li> <li>• Understand what our role is within a team.</li> </ul>	<p><b>Summer Term 1</b></p> <p><b>Our Wonderful World - Year 3</b></p>	
<p><b>Characteristics of Effective Learning (Playing &amp; Exploring – Engagement; Active Learning – Motivation; Creating &amp; Thinking Critically – Thinking)</b></p> <p><b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Show curiosity about objects and people.</li> <li>• Take a risk and learn by trial and error.</li> <li>• Pay attention to details.</li> <li>• Plan and make decisions about how to approach a task, solve a problem and reach a goal.</li> </ul>	<p><b>Understanding the World (Science, History, Geography, Religious Education &amp; Computing)</b></p> <p><b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Carry out a local area study: Barking and Dagenham.</li> <li>• Answer the question 'How has Barking and Dagenham changed for the people who have lived there?'</li> <li>• Recognise that we need light to see things and that dark is the absence of light and notice that light is reflected from surfaces.</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect our eyes.</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>• Find patterns in the way that the size of shadows change.</li> <li>• Use desktop publishing software and consider careful choices of font size, colour and type to edit and improve pre-made documents.</li> <li>• Use terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover.</li> <li>• Recognise and find out about special signs and symbols used in special religions.</li> </ul>	<p><b>Communication and Language (Speaking &amp; Listening, Languages/MFL/P4C)</b></p> <p><b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>• Develop accurate pronunciation and intonation.</li> <li>• Name 10 flavours of ice-cream and the transactional language required to purchase an ice-cream in French.</li> <li>• Take part in a role-play activity where they will order a cone or cup of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.</li> </ul> <p><b>Mathematics</b></p> <p><b>We are learning to:</b></p> <ul style="list-style-type: none"> <li>• Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.</li> <li>• Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).</li> <li>• Compare and order numbers up to 1000.</li> <li>• Identify, represent and estimate numbers using different representations.</li> <li>• Read and write numbers up to 1000 in numerals and in words.</li> <li>• Solve number problems and practical problems involving these ideas.</li> <li>• Understand different methods we can use to solve a word problem.</li> <li>• Identify the properties of shapes.</li> <li>• Understand fractions and equivalents.</li> <li>• Measure mass and capacity.</li> </ul>




<p><b>Personal Social and Emotional Development (PSHE, Mindfulness, RSE, Educational Visits/Visitors/British Values)</b></p> <p><b>We are learning about:</b></p> <p><b>Physical health and Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• Having choices and making decisions about my health</li> <li>• Taking care of my environment</li> <li>• My skills and interests</li> <li>• <b>The Romans</b>- visit to Valence House.</li> </ul>	<p><b>Expressive Arts and Design (Art, Music, D&amp;T)</b></p> <p><b>We are learning about:</b></p> <ul style="list-style-type: none"> <li>• <b>Music</b> – Ukulele – We will learn the parts of a ukulele; name the four strings; how to hold a ukulele correctly; learn different strumming and picking patterns; we will identify changes in pitch and tempo; use musical vocabulary to describe music.</li> <li>• <b>DT</b>- how to make Roman sandals using a variety of materials and techniques.</li> <li>• Designing, creating and evaluating a product against a set of criteria.</li> </ul>	<p><b>Literacy (Reading &amp; Writing)</b></p> <p><b>We are learning about:</b></p> <ul style="list-style-type: none"> <li>• Planning, drafting and editing writing for a purpose within the context of recounts, including changing the perspective of a story.</li> <li>• Identifying powerful vocabulary within a text to build meaning and understand the impact of emotional vocabulary (Roman Diary by Richard Platt).</li> <li>• Making comparisons within a text and across different texts read this academic year.</li> <li>• Using evidence within a text to support inferences and make appropriate predictions.</li> </ul>
<p><b>Physical Development (Physical Education)</b></p> <p><b>We are learning about:</b></p> <ul style="list-style-type: none"> <li>• <b>Outdoor Adventure Activities</b> – to look at what makes an effective team with the focus on cooperation, responsibility and communication. We will also look at orienteering and navigation.</li> <li>• <b>Tennis</b> – developing pupils' ability to apply the principles of attack vs defence to win a game of tennis. Pupils will create space to win points and apply the developing racket skills using forehand and backhand techniques.</li> </ul>	<p><b>Summer Term 1</b></p> <p><b>Roman Britain</b></p> <p><b>Year 4</b></p> 	
<p><b>Characteristics of Effective Learning (Playing &amp; Exploring – Engagement; Active Learning – Motivation; Creating &amp; Thinking Critically – Thinking)</b></p> <p><b>We are learning about:</b></p> <ul style="list-style-type: none"> <li>• Showing curiosity about objects and people.</li> <li>• Taking a risk and learning by trial and error.</li> <li>• Paying attention to details.</li> <li>• Planning, making decisions about how to approach a task, solve a problem and reach a goal.</li> </ul>	<p><b>Understanding the World (Science, History, Geography, Religious Education &amp; Computing)</b></p> <p><b>We are learning about:</b></p> <ul style="list-style-type: none"> <li>• <b>History</b> – The spread of the Roman Empire; how Britain changed after the invasion and conquest by the Roman army in AD 43 and about the impact on daily life.</li> <li>• <b>RE</b> – We will be exploring religions represented in our neighbourhood.</li> <li>• <b>Computing</b> – Creating Media: Audio production.</li> <li>• <b>Science</b> – Chemistry: States of matter. Compare and group materials, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled and how this links to the water cycle.</li> </ul>	<p><b>Communication and Language (Speaking &amp; Listening, Languages/MFL/P4C)</b></p> <p><b>We are learning about:</b></p> <ul style="list-style-type: none"> <li>• <b>Romans</b> - pupils will be taught the skills to understand slightly longer and more complicated texts in French, promoting a deeper understanding of the role of verbs, nouns, determiners and adjectives.</li> <li>• Revisit core vocabulary (colours, numbers, basic greetings, reply to/ask simple questions) and basic grammar concepts.</li> </ul> <p><b>Mathematics</b></p> <p><b>We are learning about:</b></p> <ul style="list-style-type: none"> <li>• Using decimals – recognising tenths. Multiplying and dividing decimals by 10 and 100. Looking at tenths and hundredths as fractions and making connections between the two.</li> <li>• Dividing numbers by 100 Make a whole with tenths Make a whole with hundredths</li> <li>• Partitioning decimals</li> <li>• Comparing decimals</li> <li>• Ordering decimals</li> </ul>



<p><b>Personal Social and Emotional Development (PSHE, Mindfulness, RSE, Educational Visits/Visitors/British Values)</b> We are learning to:</p> <ul style="list-style-type: none"> <li>understand the importance of food, oxygen, water, sleep and exercise for the human body.</li> <li>identify our own strengths and talents.</li> <li>identify areas that need improvement and describe strategies for achieving those improvements.</li> <li>identify people who are responsible for helping us stay healthy and safe.</li> <li>recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.</li> </ul>	<p><b>Understanding the World (Science, History, Geography, Religious Education &amp; Computing)</b> We are learning to:</p> <ul style="list-style-type: none"> <li>understand Muhammad and the Qu'ran is important to Muslims.</li> <li>understand how to use flat file databases.</li> <li>know how the different parts of a flower aid the pollination process and how plants can be pollinated by insects and the wind.</li> <li>describe the life process of reproduction in some plants and animals.</li> <li>describe the changes as humans develop to old age</li> <li>use a map to locate the world's continents, including the countries of North and South America.</li> <li>locate Mexico and identify the physical and human features of the landscape.</li> <li>identify settlements and research information about the location.</li> </ul>	<p><b>Literacy (Reading &amp; Writing)</b> We are learning to:</p> <ul style="list-style-type: none"> <li>make predictions and look for relevant clues within a text (inference).</li> <li>consider an author's reasoning for language choices and varying sentence structures.</li> <li>distinguish between statements of fact and opinion and use this within the context of a newspaper report.</li> <li>understand the difference between reported and direct speech.</li> <li>use homophones accurately within the context.</li> <li>use knowledge of a familiar text to create a sequel.</li> </ul>
<p><b>Physical Development (Physical Education)</b> We are learning about:</p> <p><b>Tennis</b></p> <ul style="list-style-type: none"> <li>understand the rules of tennis</li> <li>play these games including how to serve and play a variety of shots and keeping control of the ball</li> <li>catch and throw a tennis ball</li> <li>how to hit the ball accurately</li> </ul> <p><b>Game Sense</b></p> <ul style="list-style-type: none"> <li>the need to be ready to receive the ball, with our hands and with a racket.</li> <li>aim at our partner's racket for a rally and into a space when playing against our partner.</li> <li>know when an underarm and overarm throw are appropriate.</li> </ul>	<h1>Summer 1</h1> <h2>North and South America</h2>  <h3>Year 5</h3>	<p><b>Mathematics</b> We are learning to:</p> <ul style="list-style-type: none"> <li>draw, read and interpret line graphs.</li> <li>read and interpret tables and timetables.</li> <li>understand, use, classify, estimate and measure angles.</li> <li>draw lines and angles accurately.</li> <li>calculate angles around a point and on a straight line.</li> <li>read, plot and solve problems with coordinates.</li> <li>use translation with coordinates.</li> <li>find lines of symmetry.</li> <li>find reflection in horizontal and vertical lines.</li> <li>use known facts to add and subtract decimals within 1.</li> <li>add and subtract decimals across 1.</li> <li>add and subtract decimals with the same number of decimal places.</li> <li>add and subtract decimals with different numbers of decimal places.</li> </ul>
<p><b>Characteristics of Effective Learning (Playing &amp; Exploring – Engagement; Active Learning – Motivation; Creating &amp; Thinking Critically – Thinking)</b> We are learning about:</p> <ul style="list-style-type: none"> <li>showing curiosity about people and past events</li> <li>empathising with others</li> <li>not judging a book by its cover</li> </ul>	<p><b>Expressive Arts and Design (Art, Music, D&amp;T)</b> We are learning to:</p> <ul style="list-style-type: none"> <li>read music.</li> <li>play notes using our instruments.</li> <li>explore the work of a set designer, working in a theatre context.</li> <li>take inspiration from literature to create a backdrop and stage, designed to match a chapter of a familiar story.</li> <li>consider the need for imagery to show the setting and mood and use materials to create objects specific to the story.</li> </ul>	<p><b>Communication and Language (Speaking &amp; Listening, Languages/MFL/P4C)</b> We are learning to:</p> <ul style="list-style-type: none"> <li>say whether we live in a house or an apartment and say where it is.</li> <li>repeat, recognise and attempt to spell up to ten nouns for the rooms of the house in French.</li> <li>tell somebody in French what rooms they have or do not have in their home.</li> <li>ask somebody else in French what rooms they have in their home.</li> </ul>



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<p><b>Personal Social and Emotional Development (PSHE, Mindfulness, RSE, Educational Visits/Visitors/British Values)</b> We are learning about:</p> <ul style="list-style-type: none"> <li>Identifying risk factors in a given situation, understanding and explaining the outcomes of risk-taking and exploring how to make situations less risky. These tie into our Junior Citizen conference 19<sup>th</sup> May 2026.</li> <li>Feelings and emotions surrounding SATS assessments; Ways to regulate emotions and prepare (SATS breakfast).</li> <li>Different mindfulness techniques to help regulate.</li> <li>Post-SATS celebration trip</li> </ul>	<p><b>Literacy (Reading &amp; Writing)</b> <b>Core Text: Kensuke's Kingdom by Michael Morpurgo</b> We are learning about:</p> <ul style="list-style-type: none"> <li><b>Reading:</b> supporting methods to show our understanding of text; Using language and prompts to identify what is required when answering retrieval and inference questions. Revising techniques to answer "Find and Copy" questions. Understanding the terms 'synonyms' and 'antonyms'.</li> <li><b>Suspense writing</b> – How to use dialogue to move a narrative forward; which literary techniques will help build tension within a story; how to effectively show emotions and impact our readers; and how to make improvements.</li> <li>Grammatical terms, including word classes, tenses, phrases, clauses, punctuation and standard English.</li> </ul>	<p><b>Expressive Arts and Design (Art, Music, D&amp;T)</b> We are learning about:</p> <ul style="list-style-type: none"> <li><b>Design and Technology:</b> Designing and building a moveable carousel using computer-aided designs (Tinkercad). We will explore how mechanical (gears) and electrical (motors) systems work to create movement for a purpose.</li> <li><b>Music:</b> Naming periods of western music history and composers related to these times.</li> <li><b>Important periods of music</b> – We will create posters for supporting younger year groups.</li> <li>How to Use DAW (digital audio workstations) to mix and arrange compositions.</li> </ul>
<p><b>Physical Development (Physical Education)</b> We are learning about:</p> <ul style="list-style-type: none"> <li><b>Yoga:</b> How to improve physical strength, flexibility, and coordination while promoting mental wellbeing through breathing techniques, mindfulness, relaxation and emotional regulation in a non-competitive environment.</li> <li><b>Tennis:</b> How to handle the racquet, how to serve, how and where to hit the ball to win a point and techniques to outwit opponent.</li> </ul>	<h1>Summer Term 1</h1> <h2>New Horizons – Year 6</h2> 	<p><b>Communication and Language (Speaking &amp; Listening, Languages/MFL/P4C)</b> We are learning about:</p> <ul style="list-style-type: none"> <li><b>P4C/Oracy</b> – Emotions surrounding upcoming transitions (SATS assessments and moving on to Secondary school)</li> <li>Listening to other's opinions and thoughts and how to be sensitive to their responses.</li> <li><b>French – At the Weekend:</b> Phrases for activities we may do at the weekend in the foreign language; we will also be presented with further extension on telling the time and opinions/justifications.</li> </ul>
<p><b>Characteristics of Effective Learning (Playing &amp; Exploring – Engagement; Active Learning – Motivation; Creating &amp; Thinking Critically – Thinking)</b> We are learning about:</p> <ul style="list-style-type: none"> <li>Acting out experiences with other people.</li> <li>Seeking challenge.</li> <li>Taking a risk, engaging in new experiences, and learning by trial and error.</li> <li>Showing the belief that more effort or a different approach will pay off</li> <li>Being proud of how we have accomplished something, not just focusing on the result. <ul style="list-style-type: none"> <li>Keeping on trying – Persisting with an activity when challenges occur.</li> </ul> </li> </ul>	<p><b>Understanding the World (Science, Geography, Religious Education &amp; Computing)</b> We are learning about:</p> <ul style="list-style-type: none"> <li><b>Science: Biology</b> – Evolution and inheritance: How living things have changed over time and that fossils provide information about living things from millions of years ago; how living things produce offspring of the same kind but with variances; and how animals adapt to suit their environments.</li> <li><b>Geography:</b> Locating countries and continents, understanding how the continents were formed; how to recognise and explain convergent, divergent and transform boundary tectonic plates.</li> <li><b>Religious Education:</b> How people express faith through arts in Christianity; different art forms used in Christianity to express beliefs about God, and explaining how this is similar or different to another religion.</li> <li><b>Computing: 3D modelling:</b> How we can work in 3D on computers, how to combine and modify objects, creating a 3D model for a given purpose, to plan and create our own 3D model.</li> </ul>	<p><b>Mathematics</b> We are learning about:</p> <ul style="list-style-type: none"> <li><b>Angles</b> – measuring and classifying angles; calculating angles; vertically opposite angles and angles in triangles, quadrilaterals and polygons.</li> <li><b>Shape</b> – circles, including radius and diameter.</li> <li><b>Nets of 3D shapes.</b></li> <li><b>Position and direction</b> – understanding coordinates within the first quadrant; solving problems with coordinates; and translating and reflecting shapes.</li> <li>Supporting preparation for SATS assessments, including how to check answers and identify common errors.</li> <li><b>Arithmetic</b> – calculating the four operations with integers, fractions, decimals and percentages.</li> </ul>



# Meaningful May

## Meaningful May 2026

MONDAY



4 Send your friend a photo from a time you enjoyed together

11 Look around for things that bring you a sense of awe and wonder

18 Send a handwritten note to someone you care about

25 Ask someone else what matters most to them and why

TUESDAY



5 Let someone know how much they mean to you and why

12 Listen to a favourite piece of music and remember what it means to you

19 Reflect on what makes you feel valued and purposeful

26 Remember an event in your life that was really meaningful

WEDNESDAY



6 Look for people doing good and reasons to be cheerful

13 Find out about the values or traditions of another culture

20 Share photos of 3 things you find meaningful or memorable

27 Focus on how your actions make a difference for others

THURSDAY



7 Make a list of what matters most to you and why

14 Get outside and notice the beauty in nature

21 Look up at the sky. Remember we are all part of something bigger

28 Do something special and revisit it in your memory tonight

FRIDAY

1 Do something kind for someone you really care about

8 Set yourself a kindness mission to help others today

15 Do something to contribute to your local community

22 Find a way to help a project or charity you care about

29 Today do something to care for the natural world

SATURDAY

2 Focus on what you can do rather than what you can't do

9 What values are important to you? Find ways to use them today

16 Show your gratitude to people who are helping to make things better

23 Recall three things you've done that you are proud of

30 Share a quote you find inspiring to give others a boost

SUNDAY

3 Take a step towards an important goal, however small

10 Be grateful for the little things, even in difficult times

17 Find a way to make what you do today meaningful

24 Make choices that have a positive impact for others today

31 Find three reasons to be hopeful about the future



ACTION FOR HAPPINESS

Happier · Kinder · Together



## Online Global Debate



## Sporting Achievement



Lilly-May had a once in a life-time opportunity on Sunday and got to visit the Allianz stadium in Twickenham. She got to play rugby on the pitch. She had 10 games in total. The team also got a special tour of the changing rooms and got to run through the tunnel.

Last weekend Dylan (6JN) attended the Meopham Karate Open with his club and won his age category for kumite. He fought through 3 rounds winning each one and earned a gold medal for his hard work!

*Congratulations*



## Thames Chase Children's Art and Sculpture Competition 2026

**Enter and have your art work displayed at the Thames Chase Forest Centre  
Winners will receive an art bundle worth £20**

### How to Enter

- Bring your art work to the Forest Centre with your name, age, parent or guardians phone number and email written on the back
- Our art exhibitors will vote for the winners on the 30th August.
- Entries will be judged in 3 categories: Ages 4-6, 7-10, 11-16 years
- All entries will then be displayed at the Forest Centre from the 31st August-10th September
- Closing date 27th August
- Please collect entries by the 20th of September



## Thames Chase May Half Term Children's Activities

Come and join us at Thames Chase during May Half Term

- 26<sup>th</sup> May - Bug & Flower Stone Painting: 10.30-11.15 and 1.30-12.15
- 26<sup>th</sup> May - Pond Life Identification and Badge Making: 1.30-2.30
- 31<sup>st</sup> May - Meet the Nocturnal Animals: 10.30-11.10 and 1.40-2.20

Children are to be accompanied by an adult at all times.

Please book online via Ticket Tailor or scan the QR Code below  
[tickettailor.com/events/thameschase](http://tickettailor.com/events/thameschase)

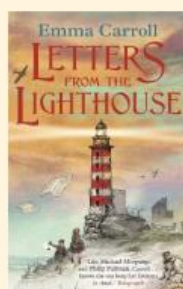


For more information call 01708 642970 or visit the Thames Chase Forest Centre, Pike Lane, Upminster RM14 3NS.  
Email: [enquiries@thameschase.org.uk](mailto:enquiries@thameschase.org.uk)  
Website: [www.thameschase.org.uk](http://www.thameschase.org.uk)  
Thames Chase: Charity no. 1115627 Company no. 5687558.



### Author of the Week

# EMMA CARROLL



Her book, 'The Girl Who Walked on Air' was nominated for the Carnegie Medal award.

Emma is the queen of historical fiction - she has even been Waterstone's Book of the Month twice!

Her books are based in the past, ranging from eras like the Ancient Egyptians, the Victorians and World War Two and will take you back in time to discover what life might have been like. Each story is written with strong main characters that need to overcome challenges with the help of their friends.

Emma Carroll, in *Strange Star*, says:

If you like Lucy Strange or Phil Earle, you'll love these books!

*For the book was also about ambition. About wanting to be the biggest, the best, the most famous at any cost. It was about pushing the boundaries of discovery. Most of all, though, it was a warning: without love and kindness, we all become monsters.*

**Reading for Pleasure Matters at Hunters Hall**

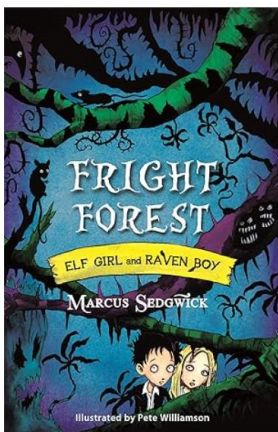
Welcome back to our summer term! As part of our commitment to our school values (Collaboration, Motivation, Preparation, Resilience, Creativity & Curiosity), children continue to experience a broad and balanced curriculum based on our carefully considered topics. In every year group, pupils can be historians, geographers, artists, philosophers, empathisers and critical thinkers. Each week we will showcase a different year group, suggesting books that will support and extend current learning. This week we are focusing on Year 5!



**Geography and History**

We have been learning in Geography about the location of countries in North and South America and moving to focus on modern day Mexico.

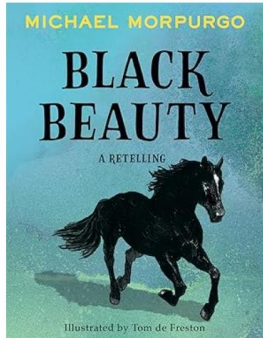
We then have moved on to learn about the culture of the Maya. This text gives us the opportunity to understand more about their belief and lifestyle through the stories they told.



**Literacy**

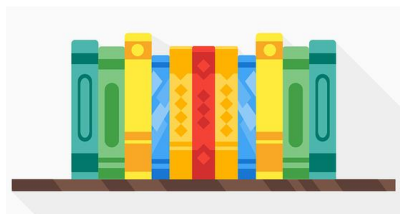
'Floodland' by Marus Sedgewick is our key text in Literacy. If you are enjoying this book, then why not try Fright Forest by the same author.

Raven Boy and Elf Girl meet with a bump and soon mysterious adventures begin. A forest full of trolls, ogres and slithering things that slide about dark undergrowth provide the pair with creepy and amusing trials and tribulations. This is book 1 of 6, so there is plenty more if you love this one.



**Storytime**

This story was originally written 150 years ago by Anna Sewell. Michael Morpurgo (who wrote our Spring 1 Literacy text 'Toro Toro') has chosen to retell this classic story. He is known for his many narratives giving animals a voice and here he brings warmth to this moving story which champions animal's rights.



Please place a copy of this advert in your window (house/ car/ office...)



# Hunters Hall Primary School



At Hunters Hall, our ethos incorporates British Values; promotes high self-esteem; enjoyment; empowerment; high expectation of achievement; respect, and equality for all. We do this within a nurturing, vibrant and safe environment. Our intention is to value each day by making it engaging, challenging, productive, and equipping every pupil with the essential knowledge, transferable skills, compassion, and resilience to have success in the future.

Our school song: "Believe" highlights the characteristics and attitudes which we, as a school, feel are essential to achieving greatness.

Remember: I can be anything I want, if I can just believe in me.

**Call us to arrange a visit 0208 2704768**

School Website



<https://www.huntershallprimary.org.uk/>

Apply via LBB D admissions



<https://www.lbbd.gov.uk/schools-and-learning/school-admissions#12fdaba3>

Social Media: X



<https://twitter.com/Huntershallps>

Parent/Carer Handbook



<https://sway.cloud.microsoft/BeyFAUIXJ7IW/wlivi?ref=Link>



Hunters Hall Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and pupils to follow this policy.

- Happy**
- Understand**
- Nurtured**
- Thrive**
- Emotionally- intelligent**
- Resilient**
- Self-Aware**

# WANTED

- Paw Patrol figures or jigsaw puzzles

*Please bring any donations to the school office.*

*Thank you*

**(We are very much grateful for the kind donations already received)**



## FREE Clothes, Coffee and Community

Come along for **free** food, coffee, and a chance to connect with your community.



Saturday 9<sup>th</sup> May 2026

10:00 am - 2:00pm

Grace to Grace  
International Centre  
Wantz road  
Dagenham, RM10 8PS

Event highlights

Free hot drinks and refreshments

Free clothing for adults and children

Welcoming environment for everyone

@ggicgraceland 07957 154375 GGICgraceland

Directions: From Dagenham Heathway Station, take the **173, 174** or **175** bus to Oxlow Lane/Wantz Road, then it's a short walk to Grace to Grace International Centre.

### May Half-Term Holiday Clubs

**HOLIDAY CLUBS**

**PREMIER HOLIDAY CLUBS**

**MORE fun, MORE friendships, MORE smiles during the MAY HALF-TERM!**

Book today  
premier-education.com

Premier Education

Excellent  
Trustpilot

## Premier Camps Near You

### Multi Activity Camps

- Sacred Heart of Mary's Upminster 9am - 4pm (26th - 29th May)
- Hallsville Primary School Newham - 9am - 3.30pm (26th - 29th May)
- Roding Primary School Dagenham 9am - 3pm (26th - 29th May)
- Manor Junior School Dagenham 9am - 3pm (26th - 28th May)
- Park Academy Rainham 9am-3pm (26th - 29th May)

Our 5\* Holiday Camps are the perfect place to keep your children entertained over the half-term holidays.

Our camps are a fantastic place for children to meet new friends, have lots of fun, and create wonderful memories!

Join us this half term, for a mix of fun activities that children may not have tried before - from nerf wars to gymnastics. There's something for every child to enjoy this half-term.

**Book now for lots of half term fun!**

**PLEASE BRING**

- Pack lunch
- Plenty of water
- Suitable clothing
- Loads of energy!



Scan here for more information



Based on over 20,000 reviews



## SCHOOL NURSE ADVICE SESSIONS



Sessions are being run on the following dates between 8:30am-9:10am:

- ~~Monday 12th January 2026~~
- ~~Monday 9th February 2026~~ Cancelled
- ~~Monday 9th March 2026~~
- ~~Monday 13th April 2026~~
- Monday 18th May 2026
- Monday 15th June 2026

They can offer advice on the following topics:

- Keeping Healthy
- Advice about immunisations
- Emotional Health and Wellbeing
- Weight Management
- Drugs and Alcohol
- Smoking

If you would like to see the School Nurse,  
please book a time slot at the school office:

They provide a confidential service. This means you can discuss personal information in confidence. They will not discuss your personal information with anyone else without your permission. They would only pass on information to protect you or someone else from serious harm.  
Qualified: School Nurses or Specialist Community Public Health Nurses are qualified nurses or midwives with specific graduate level education and they work with a team to support you.  
Non-Judgemental: They are here to help, not to judge.

Keep Us Updated

IF YOU CHANGE ANY  
OF YOUR CONTACT DETAILS



PLEASE  
LET US KNOW

Pharmacy First



Providing NHS services

Most pharmacies can help you  
with **seven common conditions**  
without needing a GP appointment

- **Sinusitis**  
(adults and children aged 12 years and over)
- **Sore throat**  
(adults and children aged 5 years and over)
- **Earache**  
(children and young adults aged 1 year to 17 years)
- **Infected insect bite**  
(adults and children aged 1 year and over)
- **Impetigo**  
(adults and children aged 1 year and over)
- **Shingles**  
(adults aged 18 years and over)
- **Urinary tract infection**  
(women, aged 16 to 64 years)



Ask your pharmacy for more  
information about this  
free\* NHS service



Visit your  
**Pharmacy First!**

\*NHS prescription charge rules apply where a medicine is supplied

# BREAKFAST CLUB



Our breakfast club is open term time only Monday to Friday, 7:45 to 8:30am.

No booking is required, you can turn up on the day and pay.

The charge is **£3** per day, you are required to accompany your child into our breakfast club and stay with them until they have been marked in on our daily register.

You are required to have the correct money for payment.

Please note that payments in advance are non-refundable and non-transferable therefore if you choose to pay in advance and your child does not attend you lose that money.



# WANTED

## PRE-LOVED UNIFORM

### DONATIONS NEEDED

A big thank you to everyone who has previously donated. We always need more good quality pre-loved uniform items. Has your child grown out of theirs? Please donate to the school and come along to one of our sales for bargain replacements!

Winter coats and shoes also welcome.

Please bring any donations in a bag to the school office.



*Thank you*



### DHP Scheme

**Are you struggling to afford your rent payments?**



**Do you have rent arrears?**

**Do you need help with a deposit?**

Help is available through the London Borough of Barking and Dagenham's Discretionary Housing Payment (DHP) scheme

Visit <https://www.lbbd.gov.uk/benefits-and-support/discretionary-hardship-support/discretionary-housing-payments-dhp>

To find out more and apply online

You must be in receipt of Housing Benefit or Universal Credit housing costs to qualify for a DHP



**Barking & Dagenham**

### Household Support Fund

**Are you struggling with the rising cost of living?**



**Do you have utility debts?**

Help is available to support the rising cost of living for energy & utility costs, food and other emergency need through the London Borough of Barking and Dagenham's Hardship schemes

Visit <https://www.lbbd.gov.uk/benefits-and-support/discretionary-hardship-support/hardship-payment-schemes/household-support-fund>

to find out more and apply online



**Barking & Dagenham**



# MINI ROCKERS

**FOR RECEPTION TO YEAR 2**

Fun and inclusive in-school rock and pop band lessons, for Reception, Year 1 and Year 2. No experience or instrument required.



# ROCK HEROES

**FOR YEARS 3 AND 4**

Fun and inclusive in-school rock and pop band lessons, for Years 3 and 4. No experience or instrument required.



# ROCK ICONS

**FOR YEARS 5 AND 6**

Fun and inclusive in-school rock and pop band lessons, for Years 5 and 6. No experience or instrument required.

<https://www.rocksteadymusicschool.com/info-for-parents>

- ✓ **Learn to play in a band**  
Learning an instrument should be fun. Your child can choose from the electric guitar, keyboard, drums or vocals and enjoy playing in a happy, supportive environment with their friends.
- ✓ **Lead by real musicians**  
Your child's music teacher should also be their role model. Which is why all Rocksteady Band Leaders are carefully chosen, extensively trained musicians who know how to inspire a life-long love of playing music.
- ✓ **In school time**  
Lessons are 30 minutes long and take place in school time with all instruments provided, making it hassle-free for parents.
- ✓ **From first notes to favourite songs**  
The Rocksteady Programme is for all children aged 4-11 and is proven to progress musicianship, confidence and teamwork skills with no prior experience necessary.
- ✓ **With regular live performances**  
Playing on stage is a huge confidence booster. With termly concerts at school assemblies, your child will be able to show off their progress to friends, teachers and parents with the rest of their band.
- ✓ **And happily affordable**  
Rocksteady is one of the most hassle-free ways to learn an instrument on a rolling subscription that you can cancel at any time. It's risk free too – cancel in the first month and you'll get a full refund.

Call 0330 113 0330