



'There is one body, and one Spirit, just as there is one hope to which God has called you.'

Ephesians 4: 4-5

Weekly Newsletter - Spring Term – Friday 28th March 2025

Message from the Headteacher

Good afternoon,

I am so happy the sunshine has been with us this week – it makes everything and everyone seem that little bit better.

Thankyou so much for coming into school this week for our different events.

The sun was most definitely shining on Wednesday for a wonderful afternoon of learning in Year 1 and 2. The children were amazing in their assembly – the singing and dancing and above all learning that has taken place is incredible. I know we are as proud as you are – your children are incredible.

Today we welcomed all those special 'Mothers and others' for our afternoon tea. It was so popular we may have to spread onto 2 afternoons next year! The children have really enjoyed making those special gifts this week – definitely ones to put in the memory box.

Thankyou for Easter Egg donations. We will be holding a competition for the Easter Bonnet Parade as well as our raffle tickets go on sale on Monday for our Easter Hampers. These have been so popular in past and Mo has worked wonders with producing the most 'shop-worthy' hampers – prizes we would all like to win but I won't let the staff enter 😊

Last weekend Niamh, Orla and their parents climbed Snowdon for a very special cause close to their hearts. And how fabulous they did. What an incredible achievement! Snowdon stands at 3560ft above sea level which makes it the highest mountain not only in wales but the British Isles! Wow!

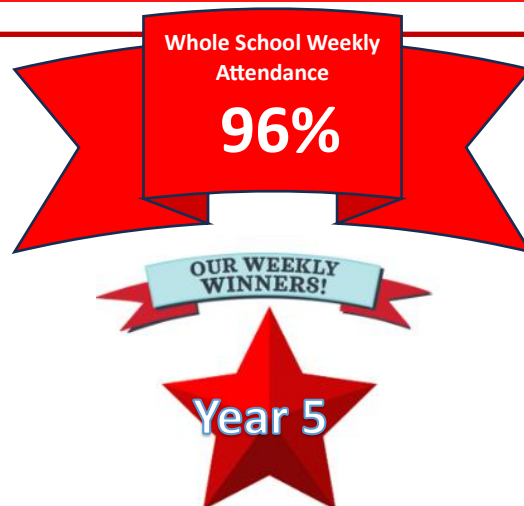
Finally, dinners will increase by 3p from after Easter to the new price of £2.58.

We hope you all have a lovely weekend.

Miss Gaskell and the St Pauls Team.



Class	%
Reception	96
Year 1/2	97.3
Year 3/4	97.1
Year 5	97.5
Year 6	95.8



Being in school every day is so important to ensure children have the best chance possible of achieving well and reaching their potential.

This term our target as a school is 96%. To help children to achieve this we will be inviting parents into school to speak with Miss Gaskell to look at ways in which we can support to raise the attendance of your child. We will be launching attendance awards and leading assemblies with the children so that they understand the importance of being in school every day and on time.



HOMEWORK REMINDER –

HOMEWORK

It was lovely for our teachers to get to speak to so many of you this week about your child's learning – and in particular how you can support at home with homework.

Children should be reading every day – little and often is going to have the best results. Spellings are sent home weekly and Y3-6 children have a spelling shed log in to practice ready for their test on a Friday.

In maths, numbers bonds and counting for Reception and Year 1/2 and daily times table practice for Y2-6. We also have our half-termly KIRFS which have been sent home today and are on our website.

- **The gates close at 8:45am – this is so that we are open for our statutory time of 32.5 hours. Please be on time as the morning session until 9:00am is target learning time for all children.**
- **Our school equipment should not be used in the mornings before school. The children are not supervised at this time.**

PE Kit Reminder

Please can we remind everyone that PE Kits need to be worn for P.E and in Winter due to the colder temperatures outside, black joggers and a hoodie. This has always been part of the St Pauls PE Kit – information is always on our website.

[School Uniform | St Pauls CE \(C\) Primary School](#)

Year 1/2 PE is on a Monday and Friday

Year 3/4 PE is on a Wednesday and Thursday

Year 5/6 – come to school in your outdoor PE kit on a Friday – black hoodie and joggers with your coloured PE t-shirt



Diary Dates

SPRING 2

Monday 24th February and Tuesday 25th February

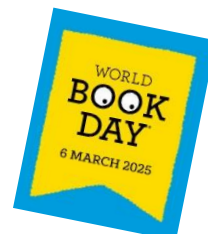
Parents Evening

Wednesday 26th February

Year 5 and Year 6 Class Assembly 1:30pm

Thursday 6th March

World Book Day - Reading Breakfast – 8:00am



Wednesday 12th March

Year 3 and Year 4 Class Assembly 1:30pm

Thursday 13th March

SEND Drop-in

Wednesday 26th March

Year 1 and Year 2 Class Assembly 1:30pm



Thursday 27th March

SEND Drop-in

Friday 28th March

Mother's Day Afternoon Tea

Tuesday 8th April

Easter Church Service 10:00am at St Pauls Church

Wednesday 9th April

Reception Class Assembly 1:30pm

Thursday 10th April

SEND Drop-in

Friday 11th April

Easter Bonnet Parade

Easter Raffle Drawn

Term ends





Class	Winner!
Reception	Robyn
Year 1	Ava
Year 2	Clemmie
Year 3	Ryan
Year 4	Reuben
Year 5	Kayson
Year 6	Winnie

Values Award

Congratulations

For being a shining rainbow in our learning community, showing the value

Respect of _____

Excellence of _____

Perseverance of _____

Belief and Courage of _____

Equality of _____

Honest of _____

Friendship and Love of _____

Swords of Success Award

Congratulations

Their excellence in building their knowledge and skills in _____

Class	Winner!
Reception	Rose
Year 1	Nevaeh
Year 2	Scarlett
Year 3	Rupert
Year 4	Tayla
Year 5	Sienna
Year 6	Joe

Class	Winner!
Reception	Thomas
Year 1	Evan
Year 2	Francesca
Year 3	Harley
Year 4	William
Year 5	Jaren
Year 6	Lily

ClassDojo Champion

Awarded to _____

for _____





Reception



What a busy and exciting week we've had in Reception! Here's an update on what your child has been learning and enjoying in class:

This week, the children have been building on their phonics skills by reading longer words such as *mammoth* and words with plurals like *surfs* and *fishes*. They have been practicing blending sounds and recognising the special friends in these longer words with confidence. It's fantastic to see how well they're progressing!



In maths, we have continued our exploration of making 10, using two, three, or more parts. The children have been engaging in lots of fun activities to find different ways of splitting numbers to make 10. We also revisited the concept of doubling, and the children had a great time creating *Numicon butterflies* to practice this skill in a hands-on, creative way.

This week, the children shared stories about their pets, sharing lovely photographs to help bring the topic to life. It was wonderful to see them talking confidently with their friends, whether they were asking or answering questions. A big thank you to everyone who contributed – the photos were a fantastic aid in sparking conversation and deepening their learning.



In RE, the children have been learning about the Christian Easter Story, with focus this week on the *Last Supper*. They reflected on the importance of special meals and shared their experiences of having meals with family and friends. This has been a lovely way to connect with the themes of the season.

In PSED, the children have been learning about staying healthy, with a fun activity searching for *germs* around the classroom! They've been learning about the importance of handwashing and even completed a sequencing activity where they applied their knowledge of *first*, *next*, and *after* from Maths. It's great to see them taking on these important life skills!

Finally, the creative table has been buzzing with activity this week as the children have been making special surprises for the important women in their lives. We hope that everyone who attended the afternoon tea had a wonderful time – the children's efforts were so thoughtful and creative!

As always, thank you for your continued support. We look forward to another exciting week ahead!

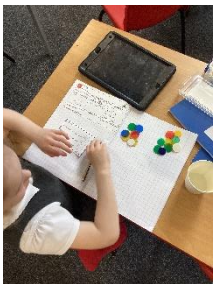


Year 1 and Year 2



What a busy and fantastic week we have had in Year 1 and 2!

This week in English, we have started a new writing journey on Chicken Little. We have discussed what a traditional tale is and have read and watched lots of different versions of Chicken Little and the children have been very confident in identifying the similarities and differences between versions! The children enjoyed embodying the characters in the story as they retold the story through role-play in groups, which was fantastic!



In Maths this week, Year 1 have been looking at sharing and grouping objects and counters, we have been using practical equipment to support the understanding of this new learning and children have worked really hard. In Year 2, the children have started learning about Fractions, they have been exploring real-life examples of halves and quarters to put this learning into context and have been using shapes to visually represent fractions.

To celebrate Mother's Day, each child created a handmade daffodil for their grown-up. The children were very focused in the task to ensure they completed their best work. Although the craft was quite fiddly, the children showed great determination in completing it independently!



In PSHE, the children explored the difference between a want and a need. They understood that a 'need' is something that keeps you safe and healthy, whereas a 'want' is something you would like but do not need. The children worked in groups to sort out items into groups of wants and needs, this activity sparked some interesting discussions! They then had a think about what their needs were and what their wants were and drew a picture of both of these for our floor book.



A big part of our week was, of course, our Class Assembly! I am so proud of all of the children, each of them worked so hard and were determined to showcase to you all their learning from the year and they did a FANTASTIC job! It was so amazing to see the children so enthusiastic and confident to talk their grown-ups through each activity in the afternoon and share their learning from our floor books as well. Thank you all for coming!

An amazing week Year 1 and 2, I am so proud of you all! Well done!





Year 3 and Year 4

This week has been full of exciting learning, with children tackling new concepts and making fantastic progress across the curriculum.



In **History**, we explored the fall of the Roman Empire, focusing on why the Romans left Britain and how their departure led to the land being divided. We investigated what changed after they left and what remained the same, considering how life in Britain was affected. The children asked insightful questions and made thoughtful comparisons, demonstrating their growing understanding of historical cause and effect.



In **Science**, we examined animal skeletons and their functions, comparing them to human skeletons. The children learned about vertebrates and invertebrates, distinguishing between exoskeletons and endoskeletons. They worked hard to classify animals based on these features, showing great curiosity and enthusiasm for the topic.



In **Music**, we listened to and compared two different RAP songs—one encouraging children to be themselves and another promoting kindness and standing up against bullying. The children engaged in thoughtful discussions about the messages in each song and how music can be used as a powerful tool to inspire and educate.



In **Maths**, it has been a week of new challenges. Year 4 children have been exploring decimals, and their confidence has grown as they have tackled increasingly complex problems. Year 3 have been revisiting fractions, consolidating their understanding and applying their knowledge in different ways. It has been brilliant to see so much resilience and determination from all the children.



Well done, everyone, for another fantastic week of learning! Keep up the great work!

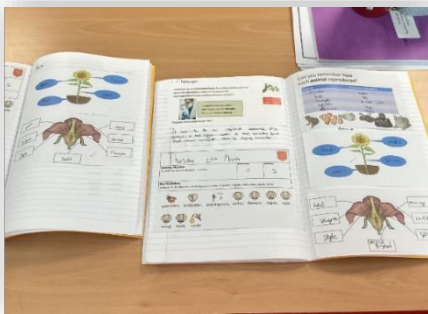
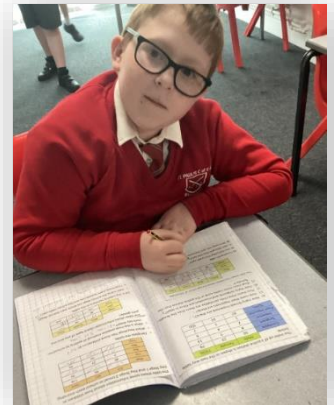


Year 5



We can't believe we're already five weeks into the term! This week, the weather has been on our side, and the sunshine has definitely brought a boost of energy to our learning. The children have been working incredibly hard across all subjects and I am proud of their enthusiasm and determination.

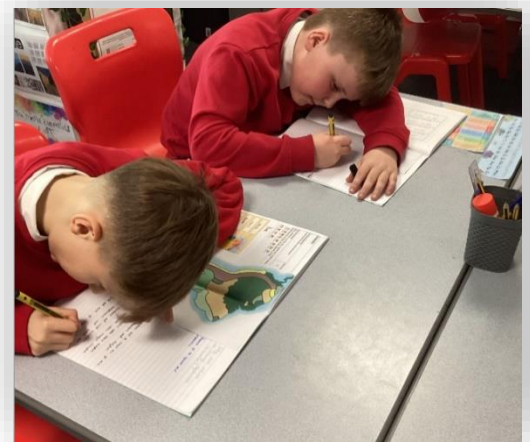
This week, we have moved on to our topic of statistics. We started by learning how to draw line graphs and then practiced reading and interpreting them. Additionally, we explored how to interpret data from tables. Some of the questions were quite challenging as they required us to carefully analyse a lot of information, but we showed great perseverance and problem-solving skills.



This week in science, we have been learning about **plant reproduction**. We started by recapping our knowledge of the different parts of a plant. Then, we moved on to identifying the specific parts involved in reproduction. We had interesting discussions about **fertilization**, exploring the roles of the **male** and **female** parts of the flower. We also learned how **pollination** leads to fertilization and how seeds are then **dispersed** in different

ways. It's been a fascinating week of discovery!

This week in geography, we have been learning all about South America. We started by recapping our knowledge of America on the world map, identifying its location and understanding it as a continent. Using atlases, we labelled the countries and their capital cities, improving our map skills along the way. We also explored the diverse climate across South America, from the hot and humid Amazon Rainforest to the cooler, mountainous regions of the Andes. Additionally, we discussed how different factors like altitude and proximity to the equator affect the weather. It's been fascinating to see how geography shapes the environment and the lives of people in South America!



Year 6



We've had another fantastic week of learning in Year 6, with pupils engaging in a range of subjects that have challenged their thinking and developed key skills. Here's a look at what we've been up to!



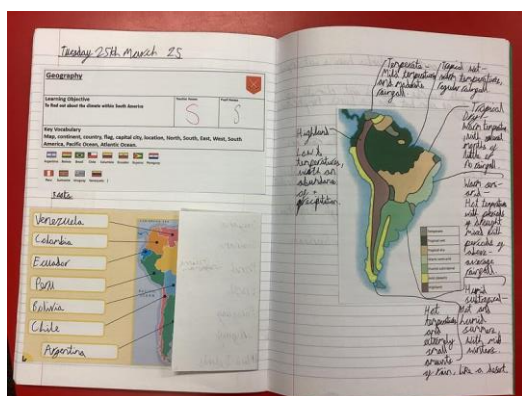
In writing, the children have been exploring *Private Peaceful* by Michael Morpurgo, focusing on the use of active and passive voice, as well as different types of clauses to enhance their descriptive writing. They have written diary entries from Tommo's perspective, reports on life in the trenches, and character analyses. It has been wonderful to see their creativity and depth of thought!

In reading lessons, we have worked with a variety of texts, helping the children refine their vocabulary and sequencing skills. Through fiction, non-fiction, and poetry, they have developed their understanding of how writers create meaning and structure their ideas.

This week, we have completed our unit on shapes, consolidating knowledge of angles, properties of polygons, and 3D shapes. To strengthen key mathematical skills, we have also revisited time, coordinates, area, and perimeter, ensuring the children are confident in these essential topics.

Our focus in geography has been the climate of South America. The children have investigated different climate zones across the continent, comparing the Amazon Rainforest to the drier regions, and considering the impact of climate on human activity.

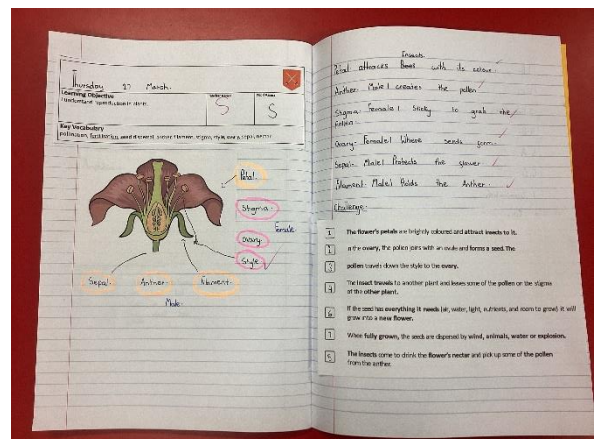
In history, we have been studying the power struggles between the Anglo-Saxons and Vikings during the time of the Maya civilisation. The children have been comparing the different conflicts, leadership styles, and historical contexts, deepening their understanding of how societies evolve.



Our science lessons have explored plant reproduction, where children have examined how plants reproduce through pollination, seed dispersal, and vegetative propagation. They have also considered the role of insects, wind, and water in this fascinating process.

In RE, we have discussed the different themes and lenses through which we read the Bible. The children have reflected on how different perspectives influence interpretation and meaning, leading to some great discussions.

It has been a busy and productive week, and we are so proud of the children's hard work and enthusiasm. Thank you for your ongoing support, and we look forward to another exciting week of learning ahead!



What's on in the Spring Term?

Extra-curricular enrichment clubs

Monday

KS2 Drama Club – Mr Connolly

Wednesday

KS1 Singing Club – Miss Goddard

KS2 Football Club – Mr Farmer

Thursday

KS1 Science Club – Mrs Gull

KS1 Football Club – Mr Farmer

Friday

KS2 Homework Club – Miss Gaskell

KS2 Art Club – Miss Wetton





UNIVERSITY OF
BIRMINGHAM



Dear Parent,

Researchers at the University of Birmingham are conducting the ELSA study. We are writing to you because as a parent/carer of a child aged 3-13 years, your child is invited to take part.

The ELSA study is screening children, aged 3-13 years to find out their risk of getting type 1 diabetes. This is a simple finger stick blood test, at your child's school. We are offering the screening at your child's school on Wednesday 30th April 2025.

Children at high risk can be monitored and could enter research studies aiming to delay the start of type 1 diabetes. Every family who takes part in the ELSA study is helping us to understand more about type 1 diabetes.

If you would like to take part or to find out more information, please visit our website or scan the QR code below. If you have any questions, please contact the ELSA study team by email, phone or on our website. If you decide you are not interested in this study, you do not need to do anything further.

Yours sincerely,

The ELSA study team



ELSA Study Team:



Website: www.elsadiabetes.nhs.uk

Phone: 0121 414 7814 (9-5pm).

Email: elsa@contacts.bham.ac.uk

Address: ELSA study team, Ground Floor, Institute of Translational Medicine, Heritage Building, Mindelsohn Way, Birmingham, B15 2TH

Midlands Partnership University Foundation Trust Research Team: admin.research@mpft.nhs.uk

Scan to find out more:	Scan to register interest:
	

Common winter illness



Coughs and colds are extremely common in babies/young children and tend to occur more frequently over the winter months. They are usually caused by a viral infection and often get better by themselves. In general, antibiotics do not make them better more quickly.

Babies have immature immune systems, which means that they are particularly at risk from infections. Good hand hygiene

can really help reduce the risk of catching viral infections and don't forget it's important to follow **THANKS** – Think Hands And No KisseS advice to protect young babies too
<https://www.lullabytrust.org.uk/safer-sleep-advice/infection-and-illness/how-to-keep-babies-safe-from-infection/>

T·H·A·N·K·S

Think · Hands · And · No · KisseS

ALWAYS REMEMBER TO:



- Wash your hands before touching a baby
- Only kiss a new baby if you are their parent or main carer

Below is an image from The Lullaby Trust explaining some of the signs or symptoms a young baby may have if they are unwell.

are difficult to wake	appear floppy	are irritable and won't settle	have a mottled or blotchy appearance
have difficulty breathing or are breathing unusually such as: fast, noisily, 'sucking in' under the ribs, grunting, wheezing	have a rash or sores / blisters on their skin, eye, inside of mouth or around their tummy button	have a temperature above 38°C or below 36°C, or their body is cold to the touch	have a high-pitched or abnormal cry

Dehydration can also occur when a baby is unwell, so keep an eye on your baby's wet nappies and feeding and speak to a health professional if they have had fewer than 2-3 wet nappies in a 24-hour period.

Some parents also find it useful to use Baby Check too, which is a FREE app from The Lullaby Trust. It features 17 simple checks that parents can do if their baby is showing signs of illness. Each check tests for a different symptom and when completed, the app lets parents know whether their baby needs to see a doctor or health professional. You can find out more about this useful tool here <https://www.lullabytrust.org.uk/safer-sleep-advice/infection-and-illness/baby-check-app/> or download it from Google Play or the App Store





HOW TO TAKE YOUR CHILD'S TEMPERATURE

You should use a digital thermometer under the armpit for children 5 years and younger, and in the mouth for children over 5 years of age. The other option is to use an in-the-ear thermometer, although these should not be used in babies below one month of age.



Place the thermometer inside the top of the child's armpit (under 5 years of age) or in the mouth (over 5 years of age). Products vary so always follow instructions in the leaflet.



Leave the thermometer in place for as long as it says in the instruction leaflet. Some digital thermometers beep when they're ready.



Remove the thermometer. The display will show your child's temperature.



Should I keep my child off school?

Yes

Until...

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

No

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

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



SCAN ME

Advice and guidance

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

A high temperature is common in young children who are unwell, it is important to know how to manage it and recognise when you may need to seek advice. This video explains how to recognise a fever and the best way to help a child recover as quickly as possible

<https://www.youtube.com/watch?v=bx2w8fPYCQ>

WHAT SHOULD I DO IF MY CHILD HAS A HIGH TEMPERATURE?

ASK FOR AN URGENT GP APPOINTMENT OR CALL NHS 111 IF YOUR CHILD:

- is under 3 months old and has a temperature of 38C or higher, or you think they have a high temperature
- is 3 to 6 months old and has a temperature of 39C or higher, or you think they have a high temperature
- has other signs of illness, such as a rash, as well as a high temperature
- has a high temperature that's lasted for 5 days or more
- does not want to eat, or is not their usual self and you're worried
- is dehydrated - such as nappies that are not very wet, sunken eyes, and no tears when they're crying

CALL 999 OR GO TO A&E IF A BABY OR YOUNG CHILD HAS A HIGH TEMPERATURE AND:

- has a stiff neck
- has a rash that does not fade when you press a glass against it
- is bothered by light
- has a fit (febrile seizure) for the first time (they cannot stop shaking)
- has unusually cold hands and feet
- has changes to their skin colour such as blue, grey, paler than usual or blotchy skin (this may be harder to see on brown or black skin), or blue, grey or paler than usual lips or tongue
- is drowsy and hard to wake
- is extremely agitated (does not stop crying) or is confused
- has difficulty breathing (you may notice grunting noises or their stomach sucking under their ribcage), breathlessness or breathing very fast
- is not responding like they normally do, or is not interested in feeding or normal activities

It can be tricky deciding whether to keep older children off school, nursery or playgroup when they're unwell. Regular attendance at school helps your child to build skills and life-long friendships. Missing a lot of school because of ill health can have a big impact not only on your child's education, but also on how they feel about school. Children and young people with mild symptoms such as a runny nose, sore throat, or slight cough, who are otherwise well, can continue to attend school. However, if your child has a high temperature or is unwell, they should stay at home and avoid contact with other people, where they can, ensuring good hand hygiene – dispose of tissues and regularly wash hands with soap and water.

The UK Health Security agency have devised this poster which you may find useful to help you decide if your child should go to school or nursery



What's on in the local area?

With the lighter nights coming, hopefully the better weather and half term nearly upon us, we thought we'd signpost you to where you can find out what's on in the local area. We've explained about Staffordshire connects previously as it is part of the Local Offer – but the website is full of useful information for both adults and children.

Follow the link

[Staffordshire Connects](#)

and then click

[children and families – activities and clubs](#) to take you to the 'Places to go, things to do' page.

The screenshot shows the Staffordshire Connects website. At the top, there's a navigation bar with 'Home', 'Families', 'SEND', 'Care Leavers', 'Adults', and 'Contact Staffordshire Connects'. Below this is a 'Welcome to Staffordshire Connects' section with a search bar. The main content area is titled 'Children and Families' and features a grid of service tiles. A blue arrow points to the 'Children and Families' category in the top navigation bar. Another blue arrow points to the 'Activities and clubs' tile in the grid of services.

Children and Families

Find information on childcare providers, how to keep your family healthy and safe, activities for children and children centres.

- Advice, advocacy and keeping safe
- Support for young carers
- Childcare and funded places
- Children's centres and parenting
- Health and wellbeing
- Homes for Ukraine
- Libraries and library groups
- Money, benefits and care costs
- Activities and clubs
- Education services
- Free training for professionals
- Family Hubs

[Home](#) / [Children and Families](#) / [Places to go, things to do](#)





Places to go, things to do

If you're looking for ideas for places to go, days out and things to do, either with the family or for children to do, try searching here on Staffordshire Connects. Just click on the menu below to find clubs, organisations and groups in your local area.



Holiday activities and food	Activities, clubs, groups	Play parks and open spaces	Libraries, arts and heritage	Children centres
Leisure centres, venues and gyms	Support groups and organisations	Community Centres	Faith based places and groups	

Our eSafety Top Tips!

<p>1 People you don't know are strangers. They're not always who they say they are.</p> 	<p>2 Be nice to people like you would on the playground.</p> 
<p>3 Keep your personal information private.</p> 	<p>4 If you ever get that 'uh oh' feeling, tell a grown-up you trust.</p> 



SAFEGUARDING CONCERNS

If you have any Safeguarding concerns, please contact Miss Gaskell (DSL) 01785 337436 Or Staffordshire Safeguarding Board 0300 1118007



Staffordshire
Safeguarding
Children Partnership

Keeping children safe is everyone's responsibility



For any information regarding children with Additional Needs for parents and carers, Staffordshire Connects is a website giving lots of different resources, web links and information regarding what our local area can offer.

This information is always on our school website but click below for the link to take you to the home page. From there you will find the Local Offer for parents and carers.



Staffordshire Connects



Local Offer for parents and carers



SEND Questions

If you have any questions about your child regarding Special Educational Needs, please contact Mrs Nevins-Stanford (SENDCo) 01785 337436