



'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 – Summer Term – Friday 11th July 2025

Message from the Headteacher

Good afternoon,

And just like that the final week is nearly here!

What a busy, exciting week as always!

We started the week with launching our Transition week – moving our classes up to meet their new teachers. And what a week it has been! The children and staff have absolutely loved it – thoroughly enjoying their week and now excited and looking forward to September more than ever. However, I know that next week will also be a time of mixed emotions as we spend time as the classes we have been on this incredible journey with all year. A time to reflect, have fun and say good byes – excited for what lies ahead.

The children have come home today with 2 packs of information. Firstly, the children's personal hand-written reports that they have done themselves, along with memories and keepsakes from the year. I have absolutely loved looking at everyone's photographs, remembering what fun we have had and in disbelief and how quick time has gone! We really hope you enjoy them.

The children have also come home with a pack of information about St Pauls – hoping to give you the answers to lots of questions, and the handbook to what you may need to know about school life. More specific class information will come out in September. Please keep this information safe so that you can refer back to it throughout the year. If you do have any questions though as always please just ask.

Next week, we have a busy final week – with our Year 6 having a trip to Bowling on Monday, Church on Tuesday, which you are all welcome to attend, and a disco on Wednesday.

It has been an extremely warm end to the week. I hope you have a lovely weekend. Stay safe in the sunshine and we will see you all on Monday.

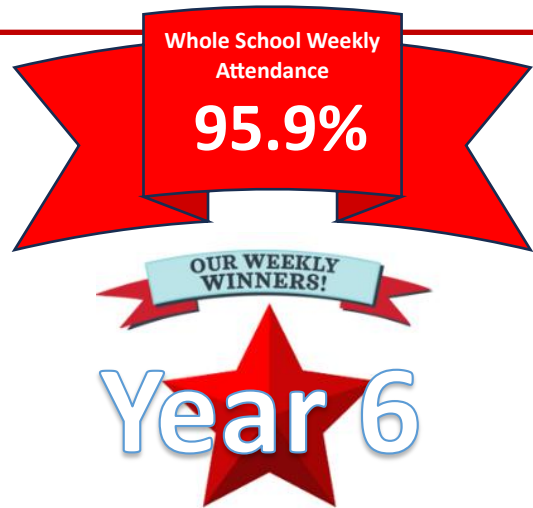
Miss Gaskell and the St Paul's Team

Our School Vision

We welcome all God's children into St. Paul's loving family. We open up horizons of hope and aspiration, and guide our pupils and adults into ways of fulfilling them.

We create a culture that promotes dignity and respect for all to equip our family to live in a modern and diverse Britain, embracing global communities. This will support the flourishing of all, to live well in God's world, with the promise of Jesus to live life in all its fullness.

Class	%
Reception	88
Year 1/2	96.3
Year 3/4	97.9
Year 5	95
Year 6	98.9



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

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

Year 1/2 PE is on a Monday and Friday

Year 3/4 PE – please come to school in kit on a Friday



Father's Day Afternoon – Friday 13th June

Sports Day - Friday 20th June

Reception and Y1/2 11:00am

Whole School Picnic Lunch 12:00pm – 1:00pm Y3-6 1:00pm

Summer event – Friday 27th June 2:30pm – 4:30pm

Reports out to Parents - Friday 4th July

Reception graduation and Rewards Afternoon (Invites to be sent) –

Monday 7th July 2:15pm

End of Year Church Service – Tuesday 15th July 10:00am

End of year disco –

Wednesday 16th July – please see additional information

Year 6 Leavers Assembly – Friday 18th July 1:30pm

School breaks up for the summer holidays – Friday 18th July





We have had a wonderful week this week spending time giving the teachers and children change to spend time together. The children have been in their new classrooms, they have had a week with their new friends in their new class and they have begun to build some special relationships with their teachers – something that is so important to ensure that children feel happy and safe and ready to begin their new journey in September.

Miss Goddard's New Year 1 Class

Our Reception children have had a fantastic week in Year 1, stepping up to the challenge of the next year group wonderfully and have welcomed in our new Reception starters so brilliantly, truly showing all of our Rainbow Values!

We have been reading 'The Koala Who Could' which focusses on the amazing things that can happen if you try something new.



The children loved going on an Animal Hunt to find the animals from the story, they also worked collaboratively to re-tell the story through role-play!



We have been focussing on Patterns, Shapes and Number Bonds within Maths. The children used lots of natural materials to complete the repeating patterns as they verbally talked through their patterns as well. They were brilliant at matching the shapes on the puzzle as well as finding shapes within the classroom

as well.

We have had a brilliant week together and I am so excited to continue working with them and watching them grow in September. Well done everyone!

Miss Goddard



Miss Boulter's New Year 2 Class

I had the pleasure of spending transition week with Year 1, and what a fantastic week it has been! We had an amazing time getting to know each other.



We began the week with a lovely class discussion where the children shared their interests and passions—it was a great way for them to get to know me too! On Tuesday and Wednesday, we welcomed the Reception children as part of their preparation for September. The Year 1



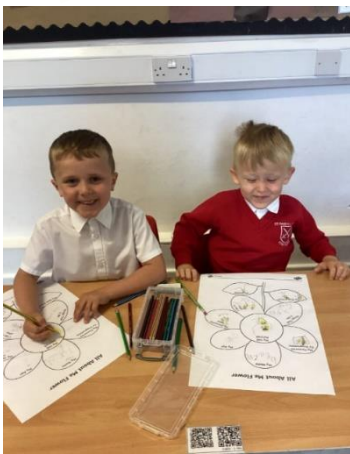
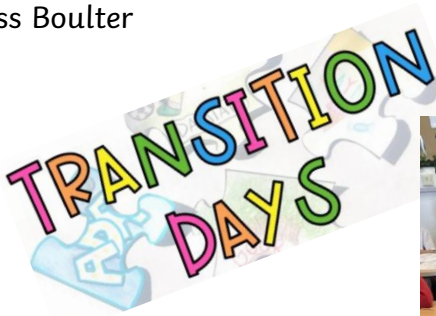
children were full of friendship and kindness, making sure the younger ones felt safe and supported. They were brilliant role models, showing them what life in Year 1 is all about.

Throughout the week, we enjoyed lots of lightbulb lessons, focusing on time, money, expanded noun phrases, and phonics. I was truly amazed at how confident the children are with their sounds! We used our knowledge on expanded noun phrases to write a descriptive piece all about a spooky house.



I can't wait for September—it's going to be a brilliant class. Have a well-deserved summer break, Year 1!

Miss Boulter



Miss Campbell's New Year 3/4 Class

We had a fantastic transition week in our soon-to-be Year 3–4 class, filled with brilliant learning and fun activities.

In Maths, we practised telling the time using “past” and “to” the hour. The children enjoyed using clocks to show different times and test their skills.

In English, we wrote our own non-fiction leaflets all about castles, using exciting facts, inviting sub-headings, and imperative verbs to persuade the reader to visit our castle.

We also created colourful book bag tags because we are all looking forward to using our wonderful book bags in the new school year!



Miss Wetton's New Year 5/6 Class



During transition week, our new Year 5/6 class have taken part in a range of creative and reflective activities to help them settle in, build friendships, and grow in confidence. The children wrote thoughtful letters to their future teacher and to their future selves, capturing their hopes and goals for the year



ahead. They created a class charter to agree how we will work together, and explored empathy through storytelling. We also wrote a fun recipe for being a best friend and made "friendship shields" to celebrate our individual strengths. These tasks were all linked to our school's rainbow values, which we used to guide our discussions about kindness, respect and responsibility.



In maths, we've been getting back into gear with number work by exploring factors, multiples, prime numbers, square numbers, and the highest common factor and lowest common multiple. The children also worked together to build a “friendship web” to show how we are all connected, and wrote about their personal aspirations for the coming year. It's been a fantastic start to life in our new class — full of



teamwork, positivity and enthusiasm for the year ahead.

Our Incredible Year 6!



What a week it has been for our amazing Year 6 children. They have received some fantastic SATs results this week, been to their new High Schools for Year 7 Transition, and completed some lovely work discussing how they are feeling about the changes that lie ahead.

We are so incredibly proud of them all! Well done!



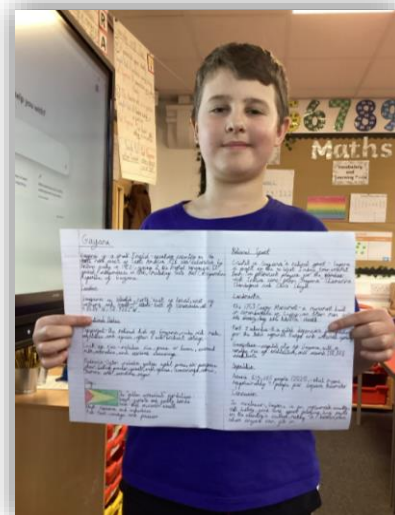
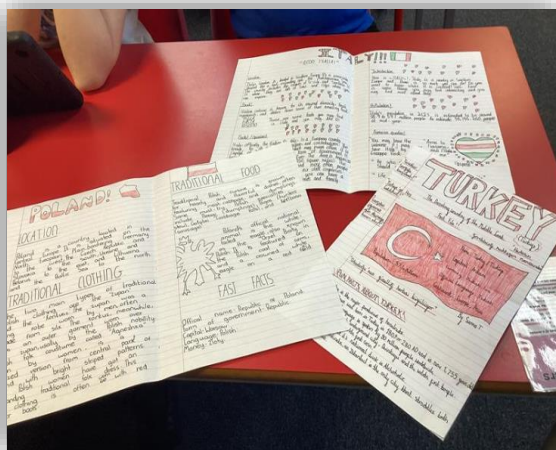
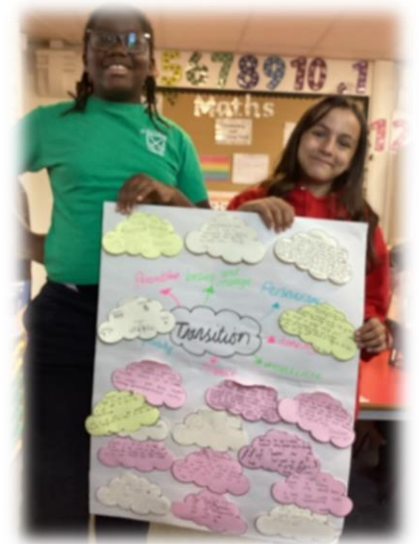
💬 PSHE – Preparing for Change

This week, the children watched a powerful animation called *The Present* from the Literacy Shed, which helped spark thoughtful discussions around change and transition. The short film provided a meaningful way to explore the different emotions that can come with new experiences. Using this as a starting point, the children took part in a range of activities focused on transitioning to secondary school, including sharing their thoughts, feelings, hopes, and worries. They also reflected on their personal values and what is important to them as they take this next big step. The sessions have been reflective, supportive, and a great way to help the children feel more confident about the changes ahead.



🌐 English – Non-Chronological Reports

In English this week, the children have been working on non-chronological reports by researching a country of their choice. After selecting a country, they were interested in, they explored its culture, landmarks, climate, and key facts. The children worked hard to organise their findings into clear sections with subheadings, creating well-structured and informative reports. To bring their work to life, many also included illustrations, fun facts, and even animations to showcase what they had learned. Their creativity and effort have really shone through in some fantastic final pieces. It was a wonderful opportunity for pupils to develop their research and presentation skills. Many children enjoyed sharing their reports with classmates and learning about countries that they'd never heard of before.





Just a few photos from this week. More to follow on Facebook. Please don't forget to like and follow!





10 Top Tips for Parents and Educators

SUPPORTING CHILDREN TO DEVELOP EMOTIONAL LITERACY

Emotional literacy refers to the ability to recognise, understand and express our feelings effectively. It plays a crucial role in strengthening a child's wellbeing by enhancing their relationships and resilience. However, emotional literacy is not necessarily an innate talent, and its development may present challenges. This guide gives parents and educators practical tips on supporting children to cultivate this essential skill.

1 NAME THE EMOTION

Encourage children to identify and name their emotions. This helps them understand what they're feeling and why. Use simple language and relatable examples to make it easier for them to share their emotions. This builds a foundation for emotional understanding and open communication.

2 MODEL EMOTIONAL EXPRESSION

Demonstrate healthy emotional expression by sharing your feelings visibly. When children see adults properly displaying how they're doing and what they're thinking, they learn to do the same. Discuss how you handle emotions in different circumstances, providing a real-life framework for young ones to follow.

3 MINDFULNESS ACTIVITIES

Teach children mindfulness practices to help them stay present and manage their emotions during more challenging moments. Activities like deep breathing, meditation or yoga can reduce stress and enhance emotional regulation. Regular practice can improve focus and emotional stability, which can significantly help children both as they're growing up and throughout their adult life.

4 USE STORYTELLING

Incorporate storytelling to help children understand emotions. Stories can offer relevant scenarios illustrating how the characters experience and manage their feelings. Discuss the emotions depicted in stories and ask children how they might feel in similar situations.

5 PRACTISE EMPATHY

Teach children to consider others' views and emotions – and to explore why they might think or feel this way. Role-playing and discussing various scenarios can enhance their ability to empathise. Understanding others' emotions helps children to develop compassion and improves their social interactions.

6 ENCOURAGE JOURNALING

Suggest keeping a journal to make note of thoughts and emotions, as writing can provide an outlet for self-reflection and emotional processing. Encourage children to write about their daily experiences and feelings, helping them gain insight into their emotional world. Do this alongside them, so they can see and experience how to do it effectively.

7 TEACH PROBLEM-SOLVING

Do what you can to help children develop problem-solving skills to assist in managing emotional challenges. Discuss potential solutions to emotional conflicts and encourage them to think critically about what they (and others) can do to process their feelings in a healthy way. This empowers children to handle emotions positively and build resilience.

8 CREATE A SAFE SPACE

Establish an environment where children feel safe to display their emotions without judgement. Encourage open exchanges and reassure them that all feelings are valid. This supportive atmosphere promotes trust and encourages children to express themselves with confidence.

9 USE VISUAL AIDS

Take advantage of visual aids like emotion charts or mood meters to help children identify and express their feelings. Use these tools regularly in your interactions. They provide a visual representation of emotions, making it easier for children to communicate their emotional state.

10 CELEBRATE EMOTIONAL GROWTH

Acknowledge and celebrate progress in emotional literacy, and praise children for expressing their emotions and handling them effectively. Positive reinforcement is a useful tool that will encourage continued growth and reinforces the importance of emotional literacy – encouraging young people to maintain the good habits and healthy behaviours that you've taught them.

Meet Our Expert

Adam Gillett is Associate Vice-Principal for Personal Development at Penistone Grammar School and works on a secondment one day a week for Minds Ahead, an organisation that supports schools in improving their mental health provision.



WakeUp
Wednesday

The
National
College


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



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