



'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 13th June 2025

Message from the Headteacher

Good afternoon,

What another busy week it has been!

We introduced our value of the term – Belief and Courage - using the bible story of David and Goliath from 1 Samuel 17 and showing their values in everyday life was particularly evident with our Year 1 and Year 4 this week! Year 1 had their Phonics Screening Check and Year 4 their Multiplication Check and always every single child was incredible. We are so proud of their achievements and the progress they have made, and as mentioned, true belief and courage in their own achievements.

Year 1 and 2 went into Stafford to see some History come alive at the History Centre. The children absolutely loved it, and the learning that took place was amazing. Check out our Facebook post and the Year 1/2 Newsletter update for more information and photographs. What a brilliant day.

We ended the week with a lovely afternoon with our dads and other family members coming into school for hotdogs and some quality 1:1 time with their children. The hall was bursting with noise and laughter and the smell of hotdogs! It was definitely a warm afternoon in the kitchen, but we loved it! Thankyou for such a wonderful turn out, the amount of people we welcomed into our school was great to see – and most importantly I know the children absolutely loved it.

Next Friday is Sports Day and after the huge success of last year, we have our family picnic at lunchtime. Gates will open at 10:40am for Reception and Year 1 and 2 parents to take a seat, ready for an 11:00am start. Gates will then reopen at 12:00pm for parents to arrive for Y3-6 so that the whole school can have lunch outside. We will then ask parents who are not watching the afternoon sports to leave and we will aim to start Y3-6 Sports Day at 1:00pm. The weather (fingers crossed) is looking sunny, so please remember to bring hats and suncream. We are really looking forward to it and can't wait to have our St Pauls family together!

Finally, a dojo has been sent to very kindly ask for donations to our Summer Event which is Friday 27th June. We will be having 2 Tombola stalls, amongst other things and would really appreciate your support. On Wednesday 18th we will have a non-uniform day and for children, if able, to bring in a bottle. This can be anything – think of what you'd like to win! Whether that be drink, food related or even bubble bath! All donations gratefully received.

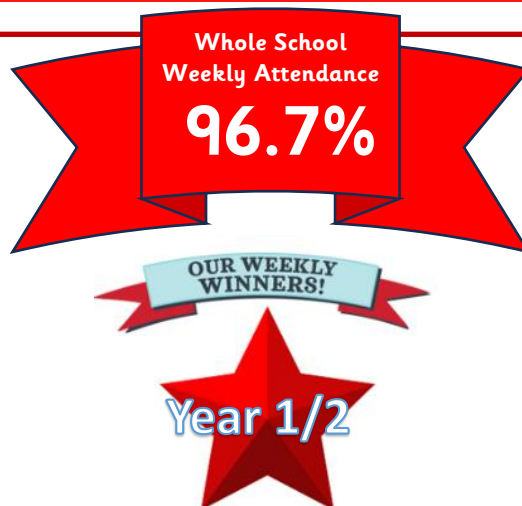
I hope you have a great weekend – even though the rain and thunder are forecast!

See you Monday

Miss Gaskell and the St Pauls Team



Class	%
Reception	97.3
Year 1/2	98.7
Year 3/4	96.9
Year 5	93.3
Year 6	94.7



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 (after school – time to be confirmed)

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

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



Reception

We've had an amazing week in Reception, full of exploration and creativity. We've had so much fun starting our exciting new topic: *minibeasts*!



punctuation on show!

This week in phonics, the children have been working on Phase 4 CVCC and CCVC words that include long vowel sounds such as *sport*, *train*, and *start*. They also worked hard on writing sentences that included exclamation marks—there was some fantastic



In Maths, we continued exploring sharing and grouping, both in our lessons and throughout continuous provision. The children loved seeing if they could group frogs fairly onto lily pads and have grown in confidence using key vocabulary such as *equal*, *fair*, and *unfair*.



Our focus text has been *The Tadpole's Promise*, which the children thoroughly enjoyed—especially the unexpected ending, which brought lots of laughter!

We used the story to explore the life cycle of a frog. The children drew and labelled some brilliant life cycle posters—I was so impressed with their knowledge and detail. We also looked at the habitats frogs live in and discussed what they need to survive.



In RE, we talked about what makes a place special to us. The children shared their thoughts beautifully, recognising that it's often the people, memories, and feelings that make somewhere meaningful.



Outside, the children have become real mini investigators! Armed with magnifying glasses and microscopes, they've been hunting for minibeasts and observing the tiny creatures up close. The water area has been a hive of activity too, with children creating friendship potions, adding and mixing more ingredients in the frog spawn scoop parlour!



We also explored healthy food and making the right choice, the class were very full with oranges, cucumber, grapes but not so much the tomato!



Reception have been so creative this week, exploring a range of materials and media. We can't wait to see what we discover next week when we learn all about ladybirds! We hope you enjoyed the Father's Day afternoon, and don't forget to follow our Facebook page to keep up to date with all the fun.



Wishing you all a lovely weekend!

Year 1 and Year 2



We have had a very busy week in Year 1 and 2 and the children have been fantastic!



The highlight of our week has got to be our AMAZING trip to Stafford History Centre. The children were a true credit to the school and yourselves. They were polite, sensible, kind and listened extremely well throughout the day. The day began with an interactive workshop that took us back in time to the past. We looked at how Stafford used to look and the children were also shown photos of what was on our school grounds before it was a school! The children then joined in to help create an interactive

timeline starting from the Anglo-Saxons going all the way through to Present day. After this amazing workshop, the children had some time to explore the gallery and the library. There were opportunities to complete puzzles, go on scavenger hunts and use some of the old equipment including a rotary phone. In the library, the children were allowed to look through the very

precious books, have a go at using some toys from the past and – the best activity for most children – dress up in some historic costumes! We then made our way back to school via Victoria Park where we had a lunch picnic on the grass. Overall, it was a wonderful day, where the children learned lots of new information that they will be able to take with them. I sent the children home with leaflets about events that are happening at the History Centre if any of them wanted to visit again!



In English, we have continued working towards writing our letter to our local MP. We have been practising and applying the grammar skills that the children are going to use in their letters and they have planned out their

letters ready to get into our Big Write next week. The children have thought very hard about what they want to say in their letters and why they want to say these things. They've all worked so hard and I can't wait for them to get writing their final letters!

This week in Maths, Year 2 children have finished their unit on Time. The children explored how many minutes are within an hour and how many hours are in a day this week. They have shown lots of perseverance within this unit as it has challenged quite a few of the class. Any further practise or support at home with telling the time will really help the children understand the concept even better. In Year 1, the children have continued learning about weight and capacity. They have been looking comparing volume and capacity and what the difference is between the two.

In Science this week, the children were recapping their learning on suitable materials. They had a very clear understanding about why objects are made of certain materials and not others. They used this knowledge to decide if materials were suitable for objects or not and explain why.

In Geography, the children learned and compared beaches from around the world. The children worked in pairs to identify the similarities and differences between two locations and then explained which one they would like to visit more and why.



Another brilliant week for all pupils, well done Year 1 and 2!

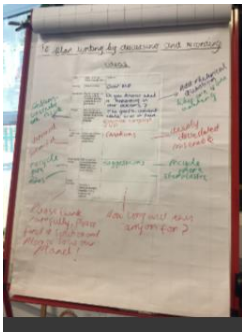


Year 3 and Year 4

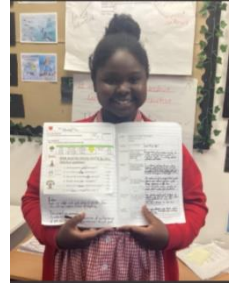


Welcome back to another busy and exciting week in Year 3/4! The children have been working hard and showing great enthusiasm.

English



This week in English, the children continued their work based on The Whale Who Ate Plastic. They explored the thoughts and feelings of different sea creatures and discussed the harmful effects plastic pollution has on marine life. The children have been practising expanded noun phrases to describe emotions and build imagery. They also began planning their persuasive letters, which they will eventually write to an MP to encourage better recycling habits and raise awareness about protecting our oceans.



History



In History this week, the children have been learning all about Viking raids. We began by exploring what a raid is and how it is different from a battle or invasion. The children discussed why the Vikings chose to raid certain parts of Britain and looked at the key reasons behind their actions, such as gaining wealth, land, and resources. They examined Viking long ships in detail, learning how their clever design allowed the Vikings to travel swiftly across the sea and sail up rivers to surprise settlements. The class also looked at how raids were planned and carried out, and what impact they had on the people living in Britain at the time. The children showed lots of interest and asked thoughtful questions, showing a growing understanding of this fascinating period in history.

Maths

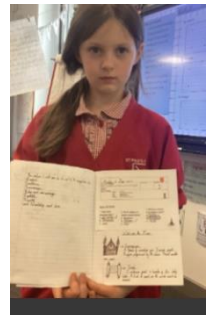
In Maths this week, the children have been continuing their topic on shape. Year 3 have been focusing on 2D shapes and their properties, such as the number of sides and angles. They also had a go at drawing shapes on isometric paper, which helped them understand how shapes can look from different perspectives. Year 4 have been learning about quadrilaterals and a variety of polygons, including how to identify and classify them based on their features. The children showed great focus and enjoyed using mathematical vocabulary to describe and sort shapes with increasing confidence.



RE



In RE this week, the children have started their new topic on Judaism. They began by recapping their existing knowledge and exploring how the religion began. The class learned about the story of Abraham and his importance in Judaism, as well as discussing some common Jewish practices and traditions. The children asked thoughtful questions and showed great interest in learning about different beliefs and ways of life.





Year 5 and Year 6

It's been another fantastic week in Year 5/6, full of energy, enthusiasm and some truly thoughtful learning. The children continue to thrive in their mixed class – it's been a pleasure to see them building friendships, collaborating so positively and taking real pride in their work.



In reading, we've explored a powerful story focused on equality and acceptance. The children have used their inference and explanation skills brilliantly, showing real maturity in the way they've discussed the characters and themes.

In writing, they've been busy crafting playscripts where they try to convince a parent to agree to something they really want! These pieces have then been turned into entertaining and persuasive

narratives, with great use of dialogue and character voice.



Year 5 have made a strong start to their decimals unit in maths, confidently adding and subtracting within 1, using hundred squares and tens frames to understand parts and wholes. Year 6 have been consolidating their primary maths learning through a range of projects with Miss Campbell, tackling real-world problems with independence and creativity.

Science has been hands-on and exciting – the children made 3D models of hearts and then used them to record mini-documentaries, explaining the functions of the circulatory system with impressive clarity. In geography, they researched the volcanoes of Central America and created detailed information cards, using atlases to observe their locations.



In history, we've learned how Ancient Greek civilisation was structured, with a focus on Athenian democracy. The children made thoughtful comparisons between ancient and modern government systems. In computing, they've been introduced to the micro:bit, labelling its parts and thinking about its potential uses in upcoming projects.

We've continued with our swimming sessions in PE, where the children are growing in skill and confidence. In art, they've developed their visual notes around a fashion designer of their choice, while in music they reflected on

classical pieces as part of our Reflect and Rewind unit.

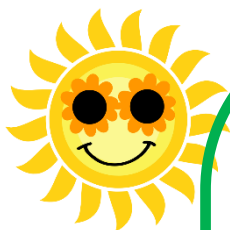
In PSHE, we've been discussing money in the community, including taxes and how public services are funded. And finally, in RE, we started our new topic on Humanism, exploring beliefs through the lens of theology and thinking about how humanists make sense of the world.

Thank you, as always, for your continued support – the children have been an absolute credit to you this week.



What's on in the Summer Term?

Extra-curricular enrichment clubs



Tuesday

Y1-6 Dance at PALS with Miss Tierney

Y1/2/3 – Striking and batting games with Mr Farmer

Y4/5/6 – Chess and draughts with Mr Connolly



Wednesday

Reception Class Dance at PALS with Miss Evie

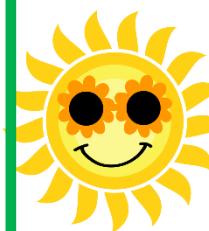
Y1/2/3 – Art with Mrs Gull

Y4/5/6 – Garage band with Miss Wetton

Thursday

Y1/2/3 – Wellbeing with Miss Goddard

Y4/5/6 – Striking and batting games with Mr Farmer



Summer



What Parents & Educators Need to Know about EMOJIS

WHAT ARE THE RISKS?

Emojis are more than playful expressions — they form a fast-evolving digital language that many adults struggle to decode. For young people, this 'secret code' is central to how they communicate identity, humour and emotions. With over 5 billion emojis sent daily on Facebook Messenger alone, understanding these symbols is key to engaging meaningfully with digital youth.

GENERATIONAL MISCOMMUNICATION

An emoji like 👍 (thumbs up emoji) might seem friendly to adults, but teens often interpret it as sarcastic or passive-aggressive. These differing interpretations can create confusion or unintended tension in cross-generational conversations.

SHIELDING BULLYING OR PEER PRESSURE

When embedded in emojis, mean-spirited jokes or exclusionary language can fly under the radar. Terms like 'mid' or 'delulu' may seem harmless, but they can be used to undermine peers in subtle ways.

RAPIDLY SHIFTING MEANINGS

Emoji meanings can change overnight. A person standing emoji (👤) once signified awkwardness but might now be repurposed for something entirely different. This ever-changing lexicon can leave adults in the dark and young people vulnerable to misunderstanding or misuse.

MASKING DISTRESS OR HARM

Some emojis are used to discreetly signal troubling behaviours. For instance, 🍷 (falling leaves emoji) or 💊 (pill emoji) might suggest drug use, while 🌵 (wilted flower emoji) could hint at emotional struggles. Such usage can obscure serious issues, making them harder for trusted adults to detect.

NORMALISING RISKY BEHAVIOURS

Emojis can make harmful actions seem light-hearted or fashionable. Strings like 🍷👤🍷 (fire + 'woozy' face + pill emoji) may appear humorous but can reference partying, intoxication or dangerous challenges, which might otherwise raise red flags.

Advice for Parents & Educators

LEARN THE LINGO

Stay updated with emoji trends and definitions using resources like emoji-pedia.org or Urban Dictionary. Knowing current meanings builds confidence when engaging with young people and helps spot potential concerns early.



CREATE SAFE SPACES FOR DISCUSSION

Encourage casual chats about emojis, on-line slang, memes, or social media trends. Showing interest without judgement reassures young people that they can talk about their digital world openly and safely.



ASK, DON'T ASSUME

Approach unfamiliar emojis with curiosity rather than suspicion. A light-hearted "What does 🍷 (juice box emoji) mean these days?" can open conversation and show that you respect their knowledge.



PRIORITISE TRUST OVER SURVEILLANCE

While parental controls and monitoring tools can be useful, emotional safety matters most. Be someone children and young people feel they can come to — not just someone who's watching them.



EMOJI CHEAT SHEET - The following slang terms and emojis are some common examples - please be aware this isn't an exhaustive list.

COMMON EMOJIS:

🤡 (Clown face) Foolishness or clowning around	🥰 (Smiling face with hearts) Over-affectionate or 'simping'
😎 (Smiling face with sunglasses) Cool, stylish or ruthless	👁️ (Eyes) Watching drama unfold
🔥 (Fire) Intense attraction or excitement	🐐 (Goat) Greatest of all time (G.O.A.T.)
😐 (Neutral face) Stone-faced, unbothered	👌 (OK hand) Confidence, sassiness, or indifference
👑 (Crown) 'Slaying', as in doing great	🚩 (Triangular flag) Red flag; a warning sign about someone's behaviour

POTENTIALLY CONCERNING EMOJIS

🍷 (Car of corn) Slang for pornography (avoids censorship algorithms)	🌵 (Wilted flower) Often used to convey emotional struggle or sadness
❄️ (Snowflake, snowman, snow cloud) Can symbolise cocaine	🐍 (Snake) Can represent betrayal or being 'two-faced'
🗝️ (Key, lying face) Related to cocaine use	💧 (Water pistol) Sometimes used to reference violence or self-harm
🍃 (Falling leaves, herb, maple leaf) Can symbolise cannabis	⚠️ (Warning) Used to emphasise drama, threats or emotional turmoil
💊 (Pill) May reference drug use or prescription misuse	🍝 (Steaming bowl) Refers to nudes ('noods' is an abbreviation of noodles)

Meet Our Expert

Keith Bruni is a globally renowned emoji expert and the Editor in Chief of emoji-pedia.org, the world's number one emoji resource. He has an MSc in Business Psychology from University College London and an MBA from Quantic School of Business and Technology.



The National College

SAFEGUARDING CONCERNS

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



**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