



'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 27th June 2025

Message from the Headteacher

Good afternoon,

What a week! We began the week with our SIAMS Inspection which went incredibly well and was a real testament to the continued hard work of all staff and pupils. Thankyou to those who took the time to talk to Mr Smith, the Inspector on Monday – he really enjoyed meeting you all on the playground.

And what a way to end the week with our Summer Fayre. Thankyou so much for your support. We will let you know the total raised on Monday and we will update Facebook with photographs and videos. I think for me, Friday afternoon affirmed what we wanted to show in our Inspection – absolute community spirit where we are coming together in hope on the next path of our journey. The Inspector said that from the minute he walked in to St Pauls on Monday he could feel the warmth and positivity and most importantly could see and feel the relationships between our family – exactly what I set out to achieve 18 months ago and to me what makes it all worthwhile.

We look forward to sharing the report with you when it is published – which will hopefully be before the summer holidays.

Another very busy week next week! On Tuesday Y5/6 have an amazing opportunity to go and see Hamlet at the Gatehouse. We are very much looking forward to taking the children to experience something different! We have our new reception children meeting on Wednesday afternoon and New class information will be sent out on Monday informing you all of the staffing changes for next year.

I cannot believe it is already the time of year where school reports are being sent out and we end on Friday with the first of three Bikeability sessions – something which I know our children love!

Take care

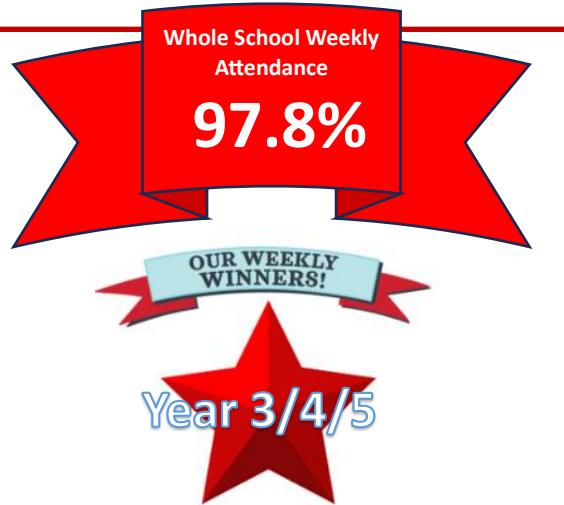
Miss Gaskell and the St Paul's Team

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	97.3
Year 1/2	94.7
Year 3/4	100
Year 5	100
Year 6	98.4



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

LOOK what we're LEARNING!

Reception



We've had another wonderful week in Reception, full of investigating, exploring, and In phonics, the children have shown fantastic effort and determination. We've been looking at words ending in s that make both the s and z sounds, such as dresses and splashes. The children used their phonics knowledge to complete scavenger hunts and create their own sentences.

In maths, we began our new topic: visualise, build, and map. We started by revisiting patterns, creating our own repeating sequences and explaining our choices.

Our minibeast focus this week was the butterfly, and our story of the week was *The Very Hungry Caterpillar*. The children loved watching the caterpillar transform into a butterfly and explored the life cycle through creative activities. Using their pattern knowledge, they made beautiful butterfly artwork.

A highlight of our week was our trip to the park! The children were incredibly well-behaved and followed instructions throughout the day. In preparation, we learned about road safety using the "stop, look, and listen" method, which the children demonstrated brilliantly. At the park, we explored nature, spotted birds and ducks, visited the greenhouse, and made sure there were no trolls hiding under the bridge! We finished the trip with some well-earned fun on the big slide.



Outdoors, the children have been using chalk and paint to draw minibeasts, mixing up muddy recipes in the kitchen, and transforming the water area into a pretend pond.

Reception have really enjoyed our final week learning about minibeasts, and we're all excited to start our new topic, *Splash*, next week!

We hope you enjoy the Summer Fair and have a lovely weekend.





Year 1 and Year 2



This week in English, we have begun a new writing journey based on our text 'My Name is not Refugee'. The children have really enjoyed reading this text and we have had some very insightful discussions in class around refugees and the journey's they make to find safety. I have been really impressed with the children's maturing throughout these discussions and it is wonderful to see the caring and sympathetic side come out of all the pupils. We will be working towards writing a diary entry from the perspective of a refugee in the upcoming weeks.

This week in Maths, Year 1 children have started to explore and learn about money. We have been working on recognising coins and notes and recalling the value of each of these. The children have loved the hands-on element of this unit and they have particularly enjoyed role-playing shops to practise using the right amount of coins! Year 2 children have been learning about weight and capacity. They have been learning how to read millilitres and litres and have also looked at how temperature is measured and how to read a thermometer accurately. All of the children have worked so hard this week, well done!



In Science this week, the children revisited their knowledge on life cycles. They looked at the life cycle of a frog. The children had a very strong foundation knowledge on this topic and it was great to hear them sharing their knowledge with the class. The children then worked on ordering and labelling the life cycle in chronological order and recalling facts they have learnt about the life cycle.

This week in RE, the children learnt about the mezuzah and why it is special to Jewish people. They learnt where a mezuzah is placed within a home and they also listened to a recording of the Shema prayer in Hebrew. The children then reflected on their learning and had a think about what their most important belief is. They shared these responses with the class, it was wonderful to hear the children speaking to confidently about what they believe in.



In Computing this week, the children had an unplugged lesson while they were learning about giving instructions. The children learnt how robots need instructions to move. They worked in partners to give each other instructions around the playground!



This week in Art, the children practised their colour mixing. We, first of all, looked at the primary colours and how these are mixed together to make secondary colours. The children then worked on creating their own colour wheels, ensuring that the cool colours were on one side and the warm colours were on the other. The children worked really hard on ensuring they were mixing the correct colours and painting the correct part of the colour wheel.



In PE this week, the children have been working incredibly hard on learning and performing a dance. The children have listened and learnt the choreography amazingly well and have shown fabulous team work as well through some partner work! The children have been fantastic this week, well done on another successful week Year 1 and 2!





Year 3 and Year 4



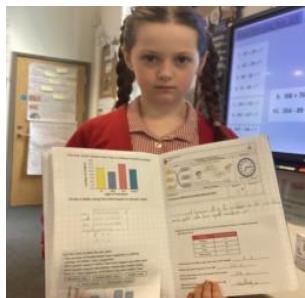
Dear Year 3 and 4 families,

What a fantastic week it's been! The children have been busy exploring new ideas, challenging themselves, and working brilliantly together. Here's a snapshot of our week.

English

In English, we have begun an exciting new journey based on a beautiful and thought-provoking book called *The Wisp* by Zana Fraillon. This book was specially chosen to reflect the important theme of Refugee Week. The story follows a young boy named Idris who lives in a refugee camp. The children will be rewriting the story from Idris's point of view, imagining what it would feel like to experience life through his eyes. This week, we have spent time listening to the story, exploring the setting of the refugee camp, and discussing Idris's thoughts and feelings. We've also had thoughtful conversations about why refugees might have to flee their countries and how that might feel. The children have shown great empathy and understanding as we begin this powerful writing journey.

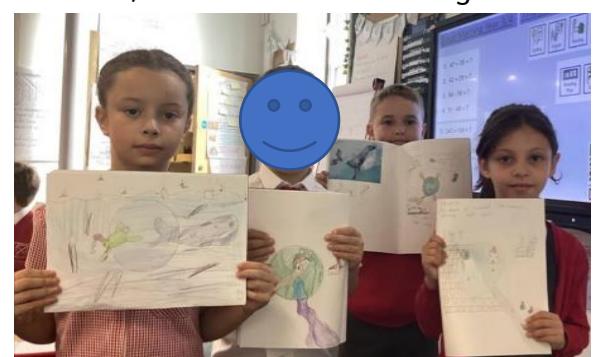
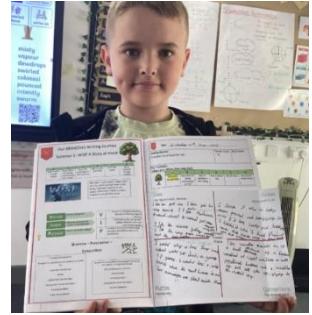
Maths



This week, we have started a brand-new topic on Statistics. The children have been learning how to read and interpret pictograms, bar charts, and line graphs. They've been using the information from these charts to answer questions and spot patterns. As well as interpreting data, they've also had a go at drawing their own graphs. It's been a bit tricky at times, but everyone is working really hard and showing great perseverance. We're really proud of how the children are tackling this new challenge! Next week, we'll continue building our confidence by comparing different types of graphs.

Art

In Art, the children have been exploring the colour element and how colour can be used to express different moods and emotions. This week, we focused on warm and cool colours, discussing how they can create very different feelings in a piece of artwork. The children then had a go at drawing their own pictures using warm or cool colours to reflect a chosen mood. They showed fantastic creativity and thoughtful choices in their use of colour. Next week, we'll be linking our art to *The Wisp* by looking at key images from the story and creating mood boards to reflect different parts of Idris's journey.





Year 5 and Year 6

What a week! We're still buzzing from an incredible Sports Day – full of energy, effort and team spirit. A huge congratulations to **Eastgate**, who were our overall winners, but every child should be proud of their brilliant sportsmanship and determination throughout the day.

Back in the classroom, the children have continued to work hard and engage deeply with their learning. In reading, we've been enjoying extracts from *The Moomins*, linking beautifully with this year's **Refugee Week 2025** theme. The children made thoughtful connections between the characters' experiences and real-world issues around displacement and belonging.



In writing, Year 6 have completed their imaginative blog-style retells of a strange day at school. They've done a fantastic job applying their narrative skills in a more informal, creative format. Meanwhile, Year 5 have continued developing their own versions with Miss Campbell, showing great focus and flair.

In maths, Year 5 wrapped up their decimals unit by confidently multiplying and dividing by 10, 100 and 1000 – a tricky concept that they tackled with real perseverance. We're really proud of the progress they've made.

In history, we explored the contrasts between Athens and Sparta through a fun and informative hot-seating activity. The children took on the roles of different citizens and debated what life might have been like depending on where they lived – some brilliant historical thinking and role play on display!



In geography, we turned our attention to **Central American rainforests** and other biomes in the region. The children showed great curiosity as they compared climates, habitats and the importance of biodiversity in these areas.

Our science learning took a closer look at the **components of blood** this week. We explored the roles of red and white blood cells, plasma and platelets, continuing our circulatory system unit with enthusiasm and a growing understanding of how these vital parts work together.

In art, we moved into the planning stage of our fashion design project. Using a design brief, the children began sketching their ideas and considering colour, function and influence – a wonderful opportunity for creativity and design thinking.



In RE, we explored the story of **Moses** and reflected on the theme of injustice. The children were thoughtful and reflective, drawing connections between religious stories and real-life examples of inequality.

It's been another packed week, full of creativity, discussion and thoughtful learning. Thank you, as always, for your continued support.

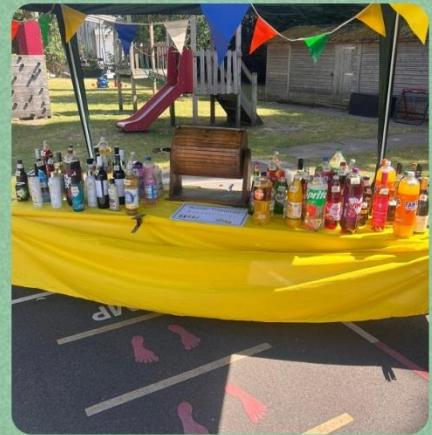


Just a few photos from the afternoon. More to follow on Facebook. Please don't forget to like and follow!

thank YOU SO MUCH



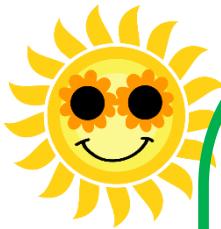
What an afternoon! Thankyou so much for your support. We hope you all had the best time, because we certainly did! We are already planning next year! More photographs and videos will follow on Facebook next week, but for now here are the before pictures, before the wind came and took our gazebos, but not our determination to have fun!



PIC•COLLAGE

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 **YOUTUBE KIDS**



WHAT ARE THE RISKS?

As its name suggests, YouTube Kids is a child-friendly version of Google's online video-sharing platform. Its colourful user interface is designed with young people in mind, and it offers a curated, family-friendly experience with features like age-based content settings and parental controls.

INAPPROPRIATE CONTENT BYPASSING FILTERS

YouTube Kids is less likely to show inappropriate material than YouTube, but there have been reports of the app showing age-inappropriate content to young viewers. One investigation found that YouTube Kids had shown videos that promote skin bleaching, weight loss, drug culture and freedoms to children as young as two, as inappropriate content had bypassed the platform's algorithms and human moderators.

BE WARY OF ADVERTISING

Like Google's regular YouTube app, YouTube Kids features pervasive advertising before a video plays. While these adverts are designed to be family friendly and are subject to a strict review process, it's worth noting that YouTube Kids collects information around children's viewing to inform targeted content and advertisements.

DESIGNED TO
BE ADDICTIVE

YouTube Kids is designed to be addictive. The platform's design features, such as the constant stream of new videos and the reward system of points or virtual stickers, can be very engaging and make it difficult for children to switch off. Research has shown that spending too much time using digital services such as YouTube can lead to screen addiction, affecting children's daily routines, studies, and even their social lives.



SETTINGS CAN BE CIRCUMVENTED

YouTube Kids offers built-in parental controls, enabling you to set screen time limits and curate the content children are able to view; however, children are often more tech-savvy than we think. They can easily bypass or tweak these settings if they have access to the associated Google account password, thereby exposing themselves to age-inappropriate and potentially dangerous content.

AI-GENERATED MISINFORMATION

There is also a risk of children accessing videos that contain disinformation and misinformation. A BBC investigation found that some YouTube channels are using artificial intelligence (AI) technology to create misleading 'scientific' videos that are recommended to children as educational content. These videos include conspiracy theories and ideas that lack scientific backing.

DATA COLLECTION RISK

While there are limits on the data that YouTube can collect on children under 13, children can still inadvertently give away sensitive information when using YouTube Kids. The platform collects data on children's viewing habits, content searches, and location, which YouTube and third-party advertisers can use.

Advice for Parents & Educators

PARENTAL CONTROLS

YouTube Kids offers several settings that allow you to manage what content children can view. For example, you can choose what level of content you want them to access, such as 'Preschool' or 'Younger'. You can also turn off the search function, so that only those videos approved by the YouTube Kids team themselves will appear on a child's recommendations list.

CHECK WATCH HISTORY

YouTube Kids has made it easy for you to keep an eye on what the children in your care have been watching on the app. By clicking on the 'Recommended' icon at the top right of the home screen, you can see which videos they've been viewing, and how much of each. If a child watches YouTube Kids while signed into a Google account, you can check their history through Google's 'My Activity' page.

SET TIME LIMITS

The built-in parental controls let you keep a tab on how long children spend watching videos. You can set a timer that limits screen time and disables the YouTube Kids app once a specified length of time has been reached. It's also worth speaking to children about the dangers of spending too much time on YouTube, to ensure they remain focused on other, more important activities.

WATCH TOGETHER

It's important that you try to make YouTube Kids a fun and positive experience for children. One way to do this is by introducing watching sessions, where you all gather around and share the most enjoyable videos that you have recently watched. This can be a great way of giving you both new things to talk about and of keeping an eye on what they're watching.

Meet Our Expert

Carly Page is an experienced journalist with more than 10 years of experience covering the technology industry. Previously a senior cybersecurity reporter at TechCrunch, Carly is now a freelance journalist, editor, and copywriter. Her bylines include Forbes, TechRadar, Ars, The INQUIRER, The Metro, Uswitch, and WIRED.



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Staffordshire
Safeguarding
Children Partnership

SAFEGUARDING CONCERN

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