



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

Ephesians 4: 4-5

Autumn Term Newsletter: Week Ending Friday 17th October 2025

Message from the Headteacher

Dear Parents and Carers,

This week has been filled with joy, gratitude, and community spirit as we celebrated our **Harvest Festival** together.

On our visit to **St Paul's Church**, the children carried their generous donations and laid them reverently at the altar. It was a moving moment that truly captured the spirit of giving. We were incredibly proud of all the classes for their beautiful singing, and especially our **worship leaders**, who confidently introduced the service and led us in prayer. Their leadership and poise were inspiring.

We were also delighted by the **fantastic turnout from parents**—your presence made the celebration even more special. Thank you for joining us and supporting this meaningful event.

In addition to our Harvest celebrations, **Reception and Year 1** ventured out into the local area to learn about **road safety**. The children engaged brilliantly and showed great awareness of how to stay safe near roads. These real-world experiences are so valuable in helping our youngest learners grow in confidence and independence.

Our **class worship** this week focused on **Psalm 65**, encouraging us to reflect on the beauty of our land and the blessings we often take for granted. Harvest is such a special time of year—it reminds us to pause, appreciate what we have, and think about how we can help others.

I cannot believe we only have one more week left until October half-term! Summer seems such a distant memory, however Autumn is such an exciting time of year and we are very much looking forward to what November brings! Next week we will be sharing some favourite memories from the last 8 weeks and sharing more of what is to come leading up to Christmas!

Have a lovely weekend

Miss Gaskell and the St Paul's Team



Useful Information

St Bartholomew's CE
Multi Academy Trust

Playground Behaviour

A reminder please that children should not be using the equipment before and after school due to no risk assessment in place at those times as they are not supervised.

Can dogs please be on leads, and if you need to come onto the playground, dogs must stay at the gate or be carried on.

Can adults also please stay with children to supervise them, ensuring behaviour is respectful. We are having quite a few before-school issues before we open the doors which we are needing to deal with during registration, causing some dysregulation to behaviours and disruption to our calm, morning learning time.



PE Kit

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 are also needed. This is part of the St Pauls PE Kit – information is always on our website.

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

Reception/Year 1/Year 2

Your Kits need to be brought into school to be kept in the classroom (Year 1 and 2 PE is Tuesday/Thursday)

Year 3/4/5/6

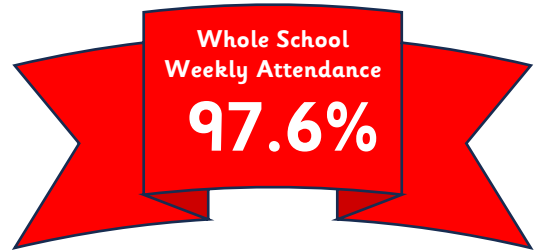
Children will come to school on a Wednesday in PE Kit

The school gate opens at **8:40am**.
Gates close at **8:45am** – this is so that we are open for our statutory time of **32.5 hours**.

Children have focussed learning time between 8:45 and 9:00 so it is really important that they are ready to learn.



Class	%
Reception/Year 1	98.8
Year 2	100
Year 3/4	95.3
Year 5/6	97.6



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.



At school, we are passionate about fostering a love of reading in every child. Reading every day—even for just a short time—can make a huge difference to a child's vocabulary, imagination, and confidence. It opens doors to new worlds, ideas, and possibilities, and supports learning across all subjects.

We're thrilled to see so many families engaging with our online reading library on Big Cat Collins, which is proving to be a fantastic resource. Thank you for encouraging your children to explore the wide range of books available.

Next week, we'll be appointing our Year 5/6 librarians, who will help run our school library and support book borrowing across the school. This is a wonderful opportunity for our older pupils to take on responsibility and share their enthusiasm for reading with others.

Let's keep turning those pages—every book read is a step forward in your child's learning journey!





Thank you so much for your donations and support by attending our Harvest Festival. It is our largest parent congregation at Church since I have been at St Pauls. What a wonderful and special time it was!







We've had a wonderfully busy and exciting week in Reception and Year 1! The children have embraced new experiences and continued to build on their learning in fantastic ways.

This week, our learning centred around Road Safety. We began by exploring the three key rules to remember when crossing the road: **STOP, LOOK, LISTEN!** On Monday, we took our learning into the community, practising how to cross roads safely. The children were brilliant at remembering the rules and showed



great maturity and awareness. We were especially proud of how polite they were—thanking drivers who stopped to let us cross! Tuesday was our Harvest Festival, and the children were so excited to perform the song they've been practising. They looked wonderful in their autumnal headbands, which they made themselves by carefully cutting out leaves and sticking them on—an excellent opportunity to practise their scissor skills!

In English, Year 1 began reading a new book called *Little Acorns*. They



learned all about the life cycle of an oak tree and were fascinated by the facts they discovered. Working together, they successfully ordered the stages of the life cycle and showed great teamwork and curiosity. The children then completed some independent writing to describe settings from the book. Reception have continued working on their letter formation and name writing. Each morning this week, the Reception

children have been taking part in Dough Disco as part of their fine motor activities. This is a fantastic way to strengthen their hand muscles using playdough—and they've absolutely loved it!



Year 1 have started their new topic on addition and subtraction. They've been introduced to part-whole models and have begun writing number sentences. Using practical equipment has helped embed this new knowledge in a fun and hands-on way. In Reception, our focus has been on patterns. The children quickly learned to recognise and continue simple repeating patterns. We used a variety of resources including natural objects from outside, cubes, counters, and

even body movements!

The children have loved being outside this week, and excitement levels soared when they discovered potatoes that had been planted previously in our planters! They were thrilled to continue digging and finding more, and have



come up with lots of creative ideas for how we can use them in our classroom and learning. This week's science experiment was all about floating and sinking. The children linked this to their prior learning about weight—thinking about heavy and light objects. Well done on another wonderful week, Reception and Year 1. I am so proud of each of you!

Miss Goddard



What another fantastic week it has been in Year 2! The children have been busy learning, creating, and having lots of fun along the way.

In English, we began our new Branches journey, focusing on our new book *The Little Acorn*—a perfect choice for the autumn term. The children have been working hard to create a poem that will inspire the reader. To do this, we explored the use of adjectives and practised using a thesaurus to extend our vocabulary. There have been some wonderful word choices already!



In maths, we explored addition and subtraction, focusing on adding and subtracting ones and noticing how only the ones value changes. The children showed great confidence and understanding as they worked through different problems.



Our history lessons took us back in time to Roman Britain, where we discovered what life was like for children during that period. We compared the lives of the rich and poor and decided that we would much prefer the villas and outdoor baths!

In RE, we created a beautiful class poem to show our thanks and worked alongside the Year 1 children, which made the activity even more special.

It was lovely to see the older children supporting and collaborating with the younger ones.



During PSHE, we discussed our rights and responsibilities, from brushing our teeth to taking on classroom monitor roles. The children really enjoyed sharing what they are responsible for at home and school and showed great determination to carry out these roles with pride.



Our music lesson this week was a real highlight! Using the online glockenspiel, the children became a mini orchestra, playing together beautifully and keeping in time.

In art, we took inspiration from Van Gogh's famous flower paintings and recreated them with a glittery twist. The results were stunning—even if the glitter clean-up was quite the challenge!



Finally, a huge thank you to all the parents who joined us for the Harvest Festival, donated tins, or helped their children practise the songs at home. Your support means so much. The children's

performance of *Dingle Dangle Scarecrow* was absolutely brilliant, and we were so proud of them all.

Have a wonderful weekend, and we look forward to seeing everyone on Monday for another exciting week in Year 2!



Miss Boulter.



A big well done to all the wonderful children in Class 3-4! Our core value this week has truly been perseverance, and the children have shown it in every subject.



In English, we tackled a big challenge: writing our character descriptions of the Iron Man. The children worked hard to include all the features from our success criteria and used their grammatical knowledge brilliantly.

In Maths, we explored regrouping through several practical lessons. Children worked in teams using concrete resources to help them understand how to add and subtract more confidently. After seeing how well these lessons went, I've encouraged them to use these resources whenever they need them in their day-to-day maths work.

In Science, we reviewed and consolidated our learning about sound. Please do ask your child how sound travels—you'll be amazed by the detail and vocabulary they can use to explain it!

In Geography, we began our new topic on The Changing UK, starting with the four countries and their capital cities. The children showed great curiosity and enthusiasm.



In RE, we explored the meaning of grace in Christianity. Each child created their own version of a grace that reminds them no one is ever truly alone. These thoughtful pieces now decorate our beautiful RE corner.

And of course, we had a lovely trip to St Paul's Church to celebrate the Harvest Festival. It was a pleasure to see so many parents and carers join us—thank you for being part of such a special moment.



Wishing you all a restful and pleasant weekend,
Miss Campbell

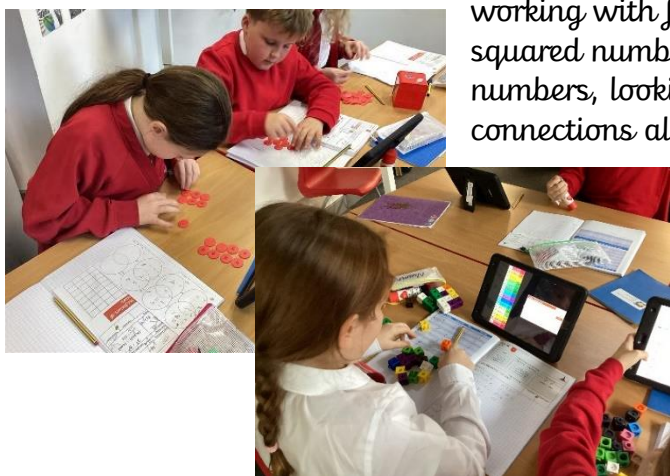


As we near the end of our first half term, it's been wonderful to see how much progress the children have made and how confidently they are approaching new challenges.

In writing, we have been preparing to plan our narrative retell based on *Wonder*. Before planning, we revisited some key grammar skills, including relative clauses, apostrophes for possession, and fronted adverbials – all of which the children will be using to make their writing detailed and engaging.

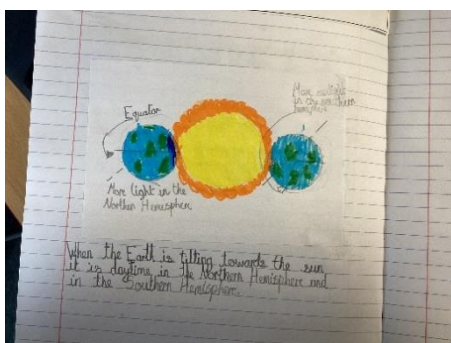


In maths, we have been working with factors, multiples, squared numbers and cubed numbers, looking for patterns and connections along the way.



In reading, we applied our explain and inference skills to a non-fiction text about Saturn, drawing on evidence to support our ideas. In geography, we consolidated our knowledge of the countries of the UK, their capitals and borders.

In history, we continued our World War II topic by exploring what life was like for children during the war – a session full of empathy and curiosity.



In science, we investigated how the tilt of the Earth changes the length of daylight hours and causes the seasons, solstices and equinoxes. In art, we focused on the element of colour, designing and painting our sunflower leaves ready to cut and assemble into our individual flowers next week.

In computing, we explored different methods of communication, discussing which are most effective depending on what we want to say or share.

During class worship, we reflected on the theme of harvest and the importance of gratitude. In RE, we continued our learning about representations of God, deepening our understanding of how Christians express their beliefs in different ways. It's been a reflective and creative week, and I'm so proud of how the children are working together, supporting each other, and showing real enthusiasm across all areas of learning.

Miss Wetton





Reception – Mahrukh
 Year 1 - Grayson
 Year 2 - Zeenat
 Year 3 – Dimitar
 Year 4 – Annabelle
 Year 5 – Rueben
 Year 6 – Niamh



Reception - Finley
 Year 1 – Blossom
 Year 2 – Victor
 Year 3 – Ewan
 Year 4 – Beth
 Year 5 – Aaron
 Year 6 – Jaren





Autumn Term Clubs

Tuesday



Y1/2/3 Football with Mr Farmer

Y3/4/5/6 Art with Miss Wetton

Y1-6 Dance with PALS



Wednesday

Y4/5/6 Football with Mr Farmer

Y1/2 Well-being with Miss Goddard



Thursday

Y3/4/5/6 Science with Miss Campbell

Y1/2 Geography with Miss Boulter



Friday

Y3/4/5/6 Chess with Mr Farmer





Autumn Term Calendar Dates

Autumn 1

Monday 6th October 3:15pm – 3:40pm

Teacher drop-in to meet the teacher and see the classroom (this is not a parent's evening session)

Tuesday 7th October

School photograph Day

Friday 10th October

World Mental Health Day

Tuesday 14th October 10:00am

Harvest Festival at St Paul's Church – all welcome

Autumn 2

Tuesday 11th November

Remembrance Church Service

Tuesday 9th December 1:30pm

Reception and Year 1 and Year 2 Nativity

Wednesday 10th December

Christmas Dinner

Thursday 11th December 9:30am

Reception and Year 1 and Year 2 Nativity

Friday 12th December (time to be confirmed)

Christmas Fayre/Carols round the tree

Monday 15th December

Year 3 and 4 Trip

Tuesday 16th December

Christmas Church Service

Wednesday 17th December

Year 5 and 6 Trip to the Pantomime

Thursday 18th December

Reception/Year 1 and Year 2 to Amerton Farm





IMPORTANT



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.



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

Local Offer for parents and carers





The guide explores how meme culture affects young people - from misinformation to inappropriate content and digital footprints.

For many young people memes are more than jokes, they're a way to connect, express themselves and interpret the world. But behind the humour, there can be risks. This guide helps adults understand how memes work and why they matter to young people today.

From misinformation to insensitive jokes and permanent digital footprints, this guide highlights the potential pitfalls of meme culture. With practical tips on digital literacy, empathy and open conversations, it empowers parents and educators to help children navigate online humour in a thoughtful, safe, and respectful way

What Parents & Educators Need to Know about MEMES

Memes may look like simple jokes, but, for many teenagers, they form a shared cultural language. Quickly created and reworked, they spread across social media platforms as images with text or short videos. Nearly eight in ten teenagers share memes (79%, YPulse), making them part of daily life. While memes encourage creativity and participation, they can also spread misinformation or reinforce harmful stereotypes.

WHAT ARE THE RISKS?

SPREADING MISINFORMATION

While memes help to communicate complex topics, they can also spread misinformation. Memes may sometimes include content presenting false facts or biased viewpoints, especially around health, politics, or current events and, as they're designed to be shared quickly, young people may not question their accuracy.

EXPOSURE TO INAPPROPRIATE CONTENT

Memes are widely circulated, and not always age-appropriate, meaning young people may encounter explicit language, sexual content, or graphic imagery, even without searching for it. As memes spread fast on platforms like Instagram, TikTok, or WhatsApp, it's nearly impossible to filter them completely.

MASKED MESSAGES

Some memes are designed to be confusing or layered with hidden meanings, making them hard for parents, and, sometimes, other young people to understand. Online groups often create these memes to look like inside jokes, but they can sometimes conceal offensive, harmful, or misleading content.

HIDDEN HARMS & LOSING SENSITIVITY

When serious topics like violence, racism, or mental health are turned into jokes, children and young people may become less sensitive to these issues over time. While a funny meme may seem light-hearted, it can carry messages that belittle certain groups, encourage risky behaviour, or mock personal struggles. Repeated exposure through memes can make harmful behaviour seem normal or less important. Over time, this can blur their understanding of what is funny versus what is discriminatory, harmful, or damaging to themselves and others.

PERMANENT DIGITAL FOOTPRINT

Unlike spoken jokes, memes leave a trail. Created or shared memes can resurface later and be misunderstood, even if intended as harmless. Once online, memes may be copied, saved, or spread beyond a young person's control - digital actions can follow them into their future, shaping how they are perceived by peers, teachers, or even employers long after the original meme has been shared.

Advice for Parents & Educators

ENCOURAGE OPEN CONVERSATIONS

Talk regularly with young people and try to understand their online world - discuss what they find funny about the memes, and why. By listening without judgement, you build trust, making it easier for them to come to you if they see something harmful. Open conversations also help children and teens think critically about the messages behind memes rather than simply accepting them at face value.

TEACH DIGITAL LITERACY

Help children and young people learn to question where information comes from and whether it's reliable - developing media literacy skills prepares young people to understand and navigate through their future online lives. Show them how memes can sometimes exaggerate or misrepresent facts for laughs, and encourage them to check credible sources when memes claim to present truth.

MODEL HEALTHY BOUNDARIES

Show children and teens positive online behaviours, such as taking breaks from screens, avoiding late-night scrolling, and engaging in offline activities. Setting clear routines around screen time at home can help to reinforce healthy boundaries and reduce the risks of overuse. By modelling balanced technology use, adults can help children and young people see that digital entertainment, including memes, should be just one part of life.

FOSTER EMPATHY ONLINE

Remind children and young people that memes should never come at someone else's expense. Encourage them to think about how a meme might make another person feel before sharing or creating it. Highlight examples of positive memes that celebrate creativity without hurting others. Fostering empathy, respect, and kindness in digital spaces will help them become more aware of promoting a safer, more supportive online culture.