



## A message from the Principal

What a truly wonderful and busy half term it has been at Star.

As we reach the end of these first few weeks, I just want to pause and say how incredibly proud we are of our children. They have approached this term with such positivity, determination and maturity. Whether in lessons, on the playground, during clubs or representing the academy in the community, they continue to show what it means to live our STAR values every single day.

There is a real sense of purpose across the school – calm classrooms, kind friendships and children who are trying their very best. That is something very special, and something we never take for granted.

I would also like to say a sincere thank you to our parents and carers who work so hard each morning to ensure your children are in school and on time every day. Attendance truly matters. Your commitment, encouragement and consistency are noticed and deeply appreciated. Every single day in school is a day of opportunity – and together we are giving our children the very best chance to succeed.

During this half-term break, we celebrate our diverse and vibrant Star community with kindness and joy.

### Ramadan Mubarak

Wishing all our families observing this special month a time of reflection, compassion, generosity and peace.

### Happy Shrove Tuesday & Happy Pancake Day!

For families observing, Lent begins tomorrow. May this season bring patience, care and gratitude – alongside delicious treats and precious family moments.

### Happy Chinese New Year – Year of the Horse!

May the year ahead bring joy, prosperity and wonderful memories with your loved ones.

We are proud to be a school where children learn not only about subjects, but about one another – building understanding, respect and a deep sense of belonging.

After the break, there is so much in store! Across the academy, children will begin exciting new units of work. You can find out more by scrolling ahead to the knowledge organisers, which outline the key learning and vocabulary your children will be exploring next half term.

We would extremely welcome your support in strengthening our home–school partnership by:

- Talking through the knowledge organiser with your child
- Asking them to explain new vocabulary
- Quizzing them on key facts
- Encouraging them to make connections to the wider world
- Even a short conversation at the dinner table or on the way to school makes a powerful difference to long-term memory, understanding and confidence.

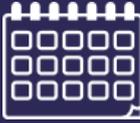
The next half term may be short, but it is full of opportunity. With strong routines, high expectations and our shared mission, we will continue to move forward together.

We look forward to welcoming the children back refreshed, ready and excited for the next chapter of the Spring Term.

With pride and warmest wishes,

Mrs Bloor

## Diary Dates



Event	Date
Angling skills	06.02.26
Valentines Poem Deadline	06.02.26
Times Table Rockstar Day	09.02.26
Parents / Carers Evening	10.02.26
School Disco 3:10-3:55pm	11.02.26
Y5 Trip to Wolseley Centre	25.02.26
HALF TERM HOLIDAY	16-20 Feb
Y6 World War 2 Workshop	24.02.26
Y2 Leicester Space Centre	03.03.26
Y3 Ancient Egypt Workshop	04.03.26
World Book Day	05.03.26
Coffee Morning 8:30-9:30	05.05.26
Y4 Lower Drayton Farm	10.03.26
Y5 Anglo Saxons Workshop	10.03.26
Ladies Assembly 2:30-3:10	12.03.26
Y2 Lower Drayton Farm	17.03.26
Y1/2 Easter Bonnet 9:00am	18.03.26
Coffee Morning 8:30-9:30	19.03.26
Inset Day (School Closed)	20.03.26
Easter competition entries	23.03.26
Chocolate Bingo 2:40-3:10	24.03.26
Behaviour Treat 2:00-3:10	25.03.26
Easter Assembly 8:50-9:15	26.03.26
Care Home Visit (invite only)	27.03.26
Last day of Spring Term	27.03.26

EASTER HALF TERM HOLIDAY  
30th March - 10th April

After half –term, we will begin the new lunch menu.

Lunch menus can be found further into the newsletter.

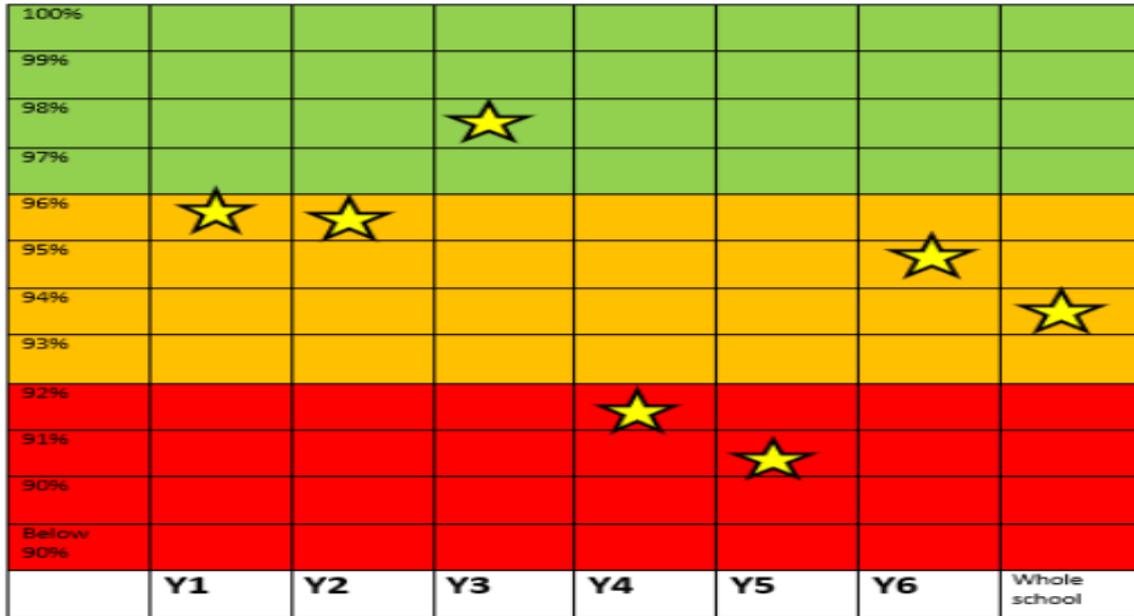
# Weekly Attendance



## Attendance Matters



As an Academy, we are aiming for 97% attendance every week. Please see below for the attendance for each class this week (w/e 13.02.26).]



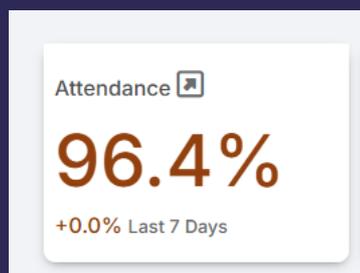
A huge well done to **Year 3!** Year 2 and Year 1, you were incredibly close to 97%.

We've had a few bugs going around recently, so fingers crossed that the half-term break helps everyone to rest, recover and come back feeling refreshed, healthy and ready to go for the second half of the spring term.

The next half term is just **24 days in school** (with one INSET Teacher Training Day where school will be closed to pupils on 20th March). That really is a short half term! Short and focused can be powerful. If we show up every day, give our best effort, and live our STAR values – being **Smart, Safe, Tolerant, Ambitious and Resilient** – we can become even more capable, competent and confident learners.

Let's make every day count. We can absolutely do this!

**Year To Data Attendance:**



# Does Attendance Really Matter?

1 or 2 days a week may not seem like a lot but...

If your child misses...	That equals...	Which is...	And over 13 years of schooling that's...	Which means the best your child might perform is...	
1 day per fortnight	20 Days per year	4 Weeks per year	Nearly 1.5 years!	Your Child	
				Other Children	
				Equivalent to finishing in Year 10	
1 day per week	40 Days per year	8 Weeks per year	Over 2.5 years!	Your Child	
				Other Children	
				Equivalent to finishing in Year 9	
2 days per week	80 days per year	16 weeks per year	Over 5 years!	Your Child	
				Other Children	
				Equivalent to finishing in Year 7	
3 days per week	120 days per year	24 weeks per year	Nearly 8 years!	Your Child	
				Other Children	
				Equivalent to finishing in Year 6	

## Fabulous February

### Attendance Update

**Y1 = 79%**    **Year 3 is in the lead with**  
**Y2 = 83%**    **only 2 children in the class**  
**Y3 = 89%**    **either late or absent.**  
**Y4 = 80%**    **One more week to go after**  
**Y5 = 65%**    **half term....let's see who**  
**Y6 = 77%**    **our winners will be!**

# Meet Our Attendance Team



Mrs Lewis is the Attendance Lead and she oversees attendance across the academy. Her magic number is 97% for attendance and we are getting closer to that each week.



Mrs Williams is our Attendance Officer and she tracks attendance daily for all pupils. Absence letters and Persistent Absence plans are part of her job. It is Mrs Williams who needs to know why pupils are absent from school.

We would like to thank parents for your commitment to your child's attendance. Attendance is everyone's responsibility and it makes a huge difference to a child's education and future prospects. **Thank you.**

The image below is taken from our attendance policy and highlights thresholds for interventions related to attendance.

## Appendix 1- Threshold Criteria for Intervention

### Thresholds Flowchart Primary

Thresholds	Actions that MUST be Taken	Actions that COULD be Taken
<b>Stage 0</b> 96 – 97% or less than 5 days/10 sessions absence	<ul style="list-style-type: none"> <li>Teacher/TA positive phone call</li> <li>Stage 0 reminder letter</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-level rewards for 100% attendance</li> <li>Postcards for excellent attendance</li> </ul>
<b>Stage 1</b> 96% and below or 5 days/10 sessions or more of absence	<ul style="list-style-type: none"> <li>Teacher meetings</li> <li>Stage 1 letter sent</li> </ul>	<ul style="list-style-type: none"> <li>Postcards for improving attendance</li> <li>Internal target set</li> <li>Signposting to relevant websites for support</li> <li>Offer parents a pastoral phone call</li> </ul>
<b>Stage 2</b> 95% and below	<ul style="list-style-type: none"> <li><b>94 – 95%:</b> Stage 2 letter sent, and action/s chosen from:                             <ul style="list-style-type: none"> <li>Pupil motivational interview with the Attendance Officer</li> <li>Attendance Officer meeting with parent/carer</li> <li>Barriers to attendance questionnaire</li> <li>Referral to external agency as needed (EH)</li> <li>Internal target setting</li> </ul> </li> <li><b>91 – 93%:</b> Parent Meeting with the Attendance Officer to discuss barriers to attendance * SENCO if EHCP pupil</li> </ul>	<ul style="list-style-type: none"> <li>Barriers to attendance questionnaire completed</li> <li>Child-centered support plan put in place</li> <li>Regular meetings with the Pastoral Team to discuss barriers</li> <li>School Health referral if appropriate</li> <li>To accurately code absences, medical evidence may be requested</li> <li><b>91-93%</b> Attendance report tracking with the Attendance Officer to measure and analyse marginal gains</li> <li><b>91-93%</b> Parenting contract</li> </ul>
<b>Stage 3</b> 90% and below Persistent Absence	<ul style="list-style-type: none"> <li>Stage 3 letter sent</li> <li>Barriers to attendance questionnaire must be completed and a child-centered support plan put in place which is reviewed regularly</li> <li>Medical evidence is required to authorise absences</li> <li>EWO/LA referral for caseload escalation</li> <li>Parent meeting with the EWO/LA Attendance Support Officer</li> <li>Parenting Contract</li> </ul>	<ul style="list-style-type: none"> <li>EWO/LA Casework</li> <li>Referrals to external agencies as needed based on the barriers to attendance questionnaire</li> <li>Weekly pupil meetings with the academy Attendance Officer and or Pastoral team</li> <li>Emergency EHCP review if appropriate</li> <li>Education Supervision Order (ESO)</li> <li>Referral to CAMHS if appropriate</li> </ul>
<b>Stage 4</b> 50% and below Severe Absence	<ul style="list-style-type: none"> <li>Stage 4 letter sent which may lead to EWO/LA casework and pre-legal target/ FPN</li> <li>A severely absent case manager to be assigned- weekly contact with the child and family (EHCP/SEN this should be the SENCO, if they are LAC or have a social worker this should be the DSL)</li> <li>Medical Evidence for any authorised absence</li> <li>Case manager to review previous barriers to attendance questionnaire and complete again and review child-centered plan</li> </ul>	<ul style="list-style-type: none"> <li>Referral to Social services if appropriate</li> <li>Educational Psychologist referral if appropriate</li> <li>Education Supervision Order (ESO)</li> <li>AP provided by the LA – as a result of 15 days or more missed due to illness</li> </ul>



**Mrs Williams**

Attendance, Pastoral and Behaviour Officer

## Focus on Attendance

Absence from school can have a significant impact on a child's education. Even short-term absences can disrupt learning and make it difficult for pupils to maintain continuity in their studies.

We ask all parents and carers to support our commitment to excellent attendance by ensuring that children attend school every day, **on time**, unless absence is unavoidable due to illness or exceptional circumstances. We work closely with our Local Authority to monitor all attendance matters.

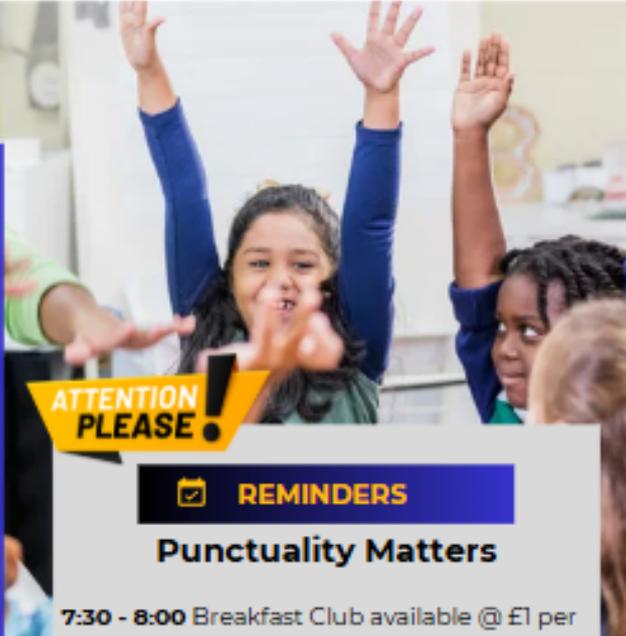


### WHAT TO DO IF YOUR CHILD IS ILL

Please call the school office by 9:00am latest 01782 235055 and ask to speak with Mrs Williams.

The office is open from 08:30 - 3:45 Monday to Friday

We do have an answer service for calls outside of these times.



**ATTENTION PLEASE**



### REMINDERS

#### Punctuality Matters

**7:30 - 8:00** Breakfast Club available @ £1 per session, bookable on MCAS.

**8:00 - 8:30** Breakfast Club available free of charge, bookable on MCAS.

**8:30 - 8:40** Registers in classrooms.

**8:40 - 9:00** Late Mark for entry via front office.

**9:00 onwards** "U" Mark, missed morning register (classed as absent).

**3:10** PROMPT collection from classroom or **3:55** if your child is attending an afterschool club.

**1:00** PROMPT collection on Fridays or **3:00** if your child is attending wrap-around care club.



### FOCUS ON ATTENDANCE



We have had a number of days in recent weeks where we have reported 100% whole school attendance.

Star Academy is the leading school for attendance within the Academy Transformation Trust and we have you all to thank for this.

👏👏 Well done for whole school attendance 👏👏



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## Safeguarding This weeks focus:



A reminder about the age restrictions around popular apps.

It is your responsibility to keep your child safe at home on the internet.

A grid of 50 popular app icons, each with a small circular label indicating its age restriction. The apps are arranged in five rows and ten columns. The age restrictions are: Row 1: Facebook (13), Instagram (13), Pinterest (13), Twitter (13), Snapchat (13), Periscope (16), TikTok (13), Facetune (13), Kik (13), Twitch (13). Row 2: Minecraft (7), WhatsApp (13), Meow Chat (16), YouTube (13), Messenger (13), Dubsmash (13), Chatroulette (18), Flickr (16), YoLo (18), Vimeo (16). Row 3: Oovoo (13), Skype (13), Yubo (13), Viber (13), Omegle (18), Roblox (13), Fortnite (13), MeetMe (18), Whisper (13), Houseparty (13). Row 4: Live.Me (18), YouNow (13), Monkey (18), Skout (13), LinkedIn (16), Among Us (13), Discord (13), WeChat (13), Smule (13), Miniclip (13). Row 5: FIFA Football (13), Mixer (18), Triller (13), Tumblr (13), Reddit (13), MySpace (16), Ask FM (13), Club House (18), Tagged (18), Telegram (16).

## Keeping Children Safe!



## 10 Top Tips for Parents and Educators

# FOSTERING A SENSE OF BELONGING

Helping children feel like they belong is vital for their emotional wellbeing, academic success, and overall development. A true sense of belonging reduces anxiety, builds confidence, and supports resilience. These ten tips are designed to help parents and educators create inclusive, caring environments where children feel accepted, safe, and valued.

### 1 USE EVERYDAY MOMENTS



Belonging is built in the small moments. Use daily routines such as meals, school drop-offs, or quiet times, to check in, offer praise, or listen. These interactions don't need to be lengthy to be meaningful. Consistent gestures of connection and warmth show children they are important, making them feel seen, appreciated, and truly part of the home or classroom community.

### 2 INVOLVE THEM IN RULE-MAKING



Inviting children to help create rules or routines gives them a sense of shared ownership and responsibility. When their voices are heard, they feel respected and included in the decision-making process. This empowers children, fosters cooperation, and reduces resistance. Whether at home or school, co-created expectations are more likely to be followed because they come from a place of mutual respect.

### 3 VALIDATE ALL EMOTIONS



Acknowledging a child's emotions, whether positive or challenging, helps them feel accepted as they are. Validating statements like "I can see that made you upset," or "That sounds really exciting," support emotional expression and connection. Children who feel emotionally safe are more likely to seek help, participate openly, and trust the adults around them – all of which contribute to a sense of belonging.

### 4 HIGHLIGHT HIDDEN STRENGTHS



Go beyond academic success or good behaviour and take time to recognise a child's less visible qualities, such as thoughtfulness, resilience, or humour. Noticing these strengths sends a powerful message that they are valued for who they are, not just for what they do. This boosts self-esteem and helps children feel accepted in a world that often focuses on external achievements.

### 5 SHOW CURIOSITY ABOUT CULTURE



Ask respectful, open questions about a child's cultural background, family customs, or celebrations. These conversations create opportunities for children to share what matters to them and to feel proud of their identity. Whether at home or in school, valuing cultural experiences helps all children feel that their heritage is respected, and that they belong in a diverse, inclusive environment where every voice counts.

### 6 BELONGING BUDDIES



Pairing children with a peer they might not typically choose can foster new connections and break down social barriers. Assigning short projects, games, or shared responsibilities gives them a reason to interact. Buddy systems help quieter or less confident children feel included and supported. Over time, these intentional connections can develop into meaningful friendships, strengthening the wider sense of community and inclusion.

### 7 AVOID LABELS AND COMPARISONS



Avoid labelling children by behaviour or comparing them to others, as this can damage self-esteem and foster exclusion. Statements like "Why can't you be more like..." may unintentionally make a child feel less worthy. Instead, focus on individual progress and strengths. Encouraging children to celebrate their own achievements, however small, helps them develop confidence and feel valued for being themselves.

### 8 MAKE TIME FOR ONE-TO-ONES



Spending regular one-to-one time with a child shows that they matter on an individual level. These moments can be as simple as reading a book together or chatting during a walk. Focused attention, free from distraction, builds trust and emotional connection. It lets the child know they are important and cared for, which is crucial for developing a strong sense of belonging.

### 9 REFLECT THEIR INTERESTS



Whether at home or in school, including children's interests in daily life reinforces their importance. Display their artwork, talk about their favourite books, or include their hobbies in family activities or lesson plans. Seeing their identity reflected in their environment tells children they belong. It shows that their passions, preferences, and contributions are valued and that they have a place in the group.

### 10 EMPHASISE 'WE' OVER 'THEY'



Use inclusive language that reinforces unity and shared identity. Phrases like "Let's figure it out together," or "We all help each other here," promote collective responsibility and connection. Avoiding divisive terms like "those children," or "that class" helps children feel part of a supportive group. Language shapes experience, and inclusive language fosters environments where every child feels safe, welcomed, and included.

## Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

See full reference list on our website



# Belonging & Becoming

## PE Award

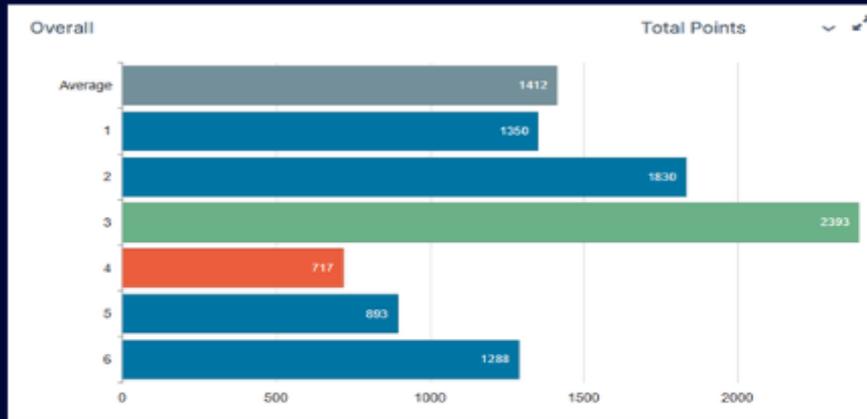


## Individual Behaviour Point Winners

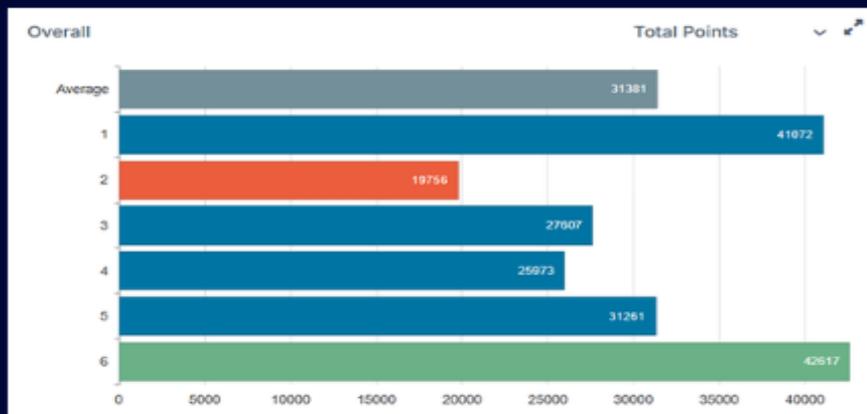


# Belonging & Becoming

## Weekly Winners - Positive Behaviour Bromcom Points



## From September - Positive Behaviour Bromcom Points



## Weekly Pupil Winners

**Y1** Freddie

**Y2** Faithfulness

**Y3** Ayda

**Y4** Haider

**Y5** Hendricks

**Y6** Layla, Lucas, Alaia-Mae & Alexa

# Belonging & Becoming



# Belonging & Becoming

## WELL DONE VALENTINE POETS



## Staff Star of the Week

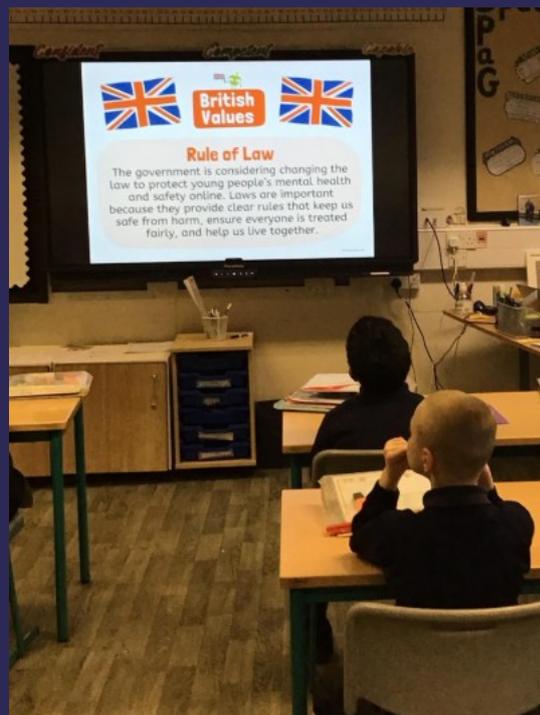
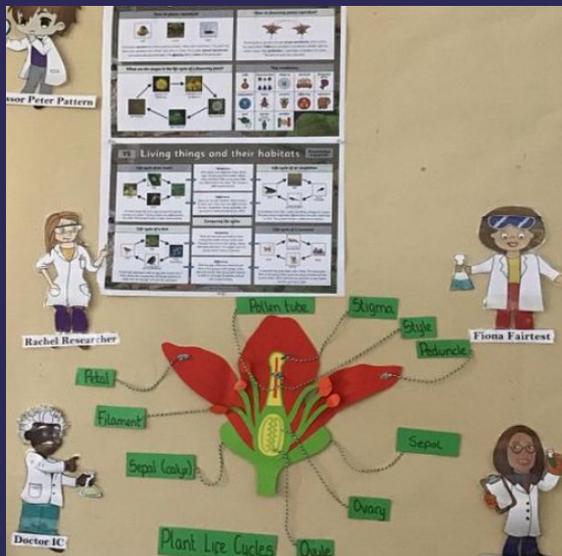
Congratulations



**Miss Hopwood**

Miss Hopwood is our Staff Star. Miss Hopwood is our Kitchen Assistant, who is always there to go above and beyond. Thank you for all that you do for the children and your colleagues.

# Academy Life This Week





## Our Mission: ATT2030

Belonging and Becoming

Capable Competent Confident

*One small thing that I will do differently tomorrow*

This week, we linked **Place2Be** with **Children's Mental Health Week** and our **ATT2030** strategy of **Belonging and Becoming**.

Through assemblies and classroom discussions, children explored what it means to feel that they truly *belong* — in their class, in our Academy and in the wider community. They reflected on how strong relationships, trusted adults and positive friendships help them to grow in confidence and resilience.

As part of this work, pupils discussed how we can:

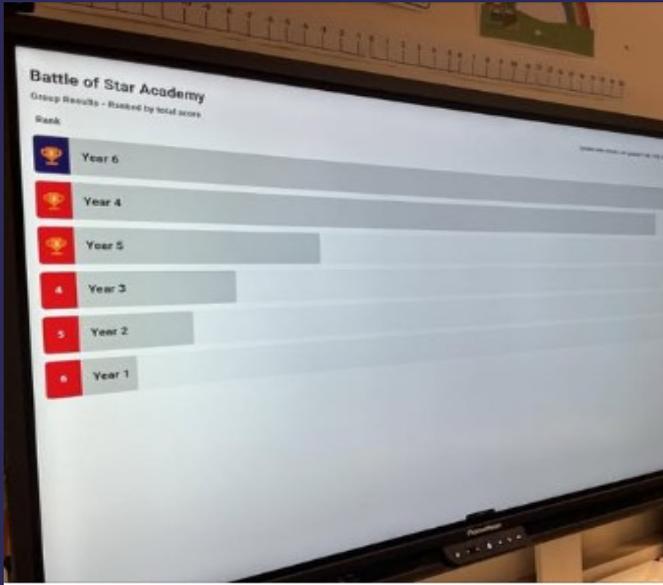
- Show kindness and empathy to others
- Speak up if we are worried
- Support friends who may be finding things difficult
- Recognise that everyone's feelings matter

This directly connects to our mission of helping every child to become capable, confident and competent. When children feel that they belong, they are far more likely to thrive academically, socially and emotionally.

**A huge thank you to our wonderful Learning Support Assistants to bringing to life our new vision board. Please do take a moment to check out the board when you visit the Academy. It will continue to evolve as our journey continues — shaped by our children, our staff and our community.**



# Times Tables Rock Star Day



Thank you to Mr Nicholls for organising the Times Tables Rockstars Battle of the Bands. The children and staff loved it.

The winners were Year 6 who scored an average of 4280 points.

2nd = Year 4 - 2635 points

3rd = Year 5 - 513 points

4th = Year 2 - 243 points

5th = Year 1 - 209 points

6th = Year 3 - 170 points

## Overall winners

**1st Alimat (Y6)**

**2nd Sehaj (Y6)**

**3rd Johnny (Y4)**

Individual class winners were,

Year 6 - Alimat

Year 5 - Fareedah

Year 4 - Johnny

Year 3 - Ayda

Year 2 - Al-Amin

Year 1 - Selim



# SPRING / SUMMER LUNCH MENU



## The Star Primary Academy Menu {Week 1}



Menu for Week Commencing: 2nd Mar, 23rd Mar, 27th Apr, 18th May, 15th Jun, 6th July

### Main Option One

**Monday**  
**Pepperoni Pizza**  
*Jacket Wedges, Sweetcorn & Coleslaw*

**Tuesday**  
**Sweet & Sour Chicken**  
*With Fluffy Rice, Peas & Broccoli*

**Wednesday**  
**Herby Roasted Chicken**  
*Served with Cabbage, Carrots, Roast Potatoes & Gravy*

**Thursday**  
**Beef Meatballs**  
*Served with Pasta, Garlic Bread, Green Beans and Broccoli*

**Friday**  
**'Fish & Chips'**  
*Peas, Beans or Curry Sauce*

### Main Option Two

**Cheese & Tomato Pizza**  
*Jacket Wedges, Sweetcorn & Coleslaw*

**Vegetable Sweet & Sour**  
*With Fluffy Rice, Peas & Broccoli*

**Vegetarian Quorn Roast**  
*Served with Cabbage, Carrots, Roast Potatoes & Gravy*

**Quorn Meatball**  
*Served with Garlic Bread, Green Beans and Broccoli.*

**Cheese & Onion Slice**  
*Served with Oven Baked Chips, Baked Beans & Mushy Peas*

### Daily Available All Week

*Enjoy our jacket potatoes with a variety of hot and cold toppings. We also offer a freshly made salad selection, along with fresh fruit and yoghurts. Made-to-order sandwiches are available, including options like ham, cheese, and tuna mayonnaise. Additionally, alternative dietary options can be provided upon request.*

### Dessert

**Frozen Flavoured Yoghurt**

**Strawberry Jelly**

**Fruity Flapjack**

**Sponge cake**

**Vanilla ice cream**

Our new Spring/Summer lunch menu will be available to order via MCAS in due course.

Cost: £2.95 per day

Ordering: Lunches must be ordered in advance via the MCAS App and for this to process, they must be placed one day before.

Please note: Lunch orders cannot be made on the day in classrooms, at the school office or on arrival at the school office.

Universal Free School Meals

All children in Years 1 and 2 are entitled to Universal Free School Meals.

# The Star Primary Academy Menu {Week 2}



Menu for Week Commencing: 9th Mar, 13th Apr, 4th May, 1st Jun, 22nd Jun, 13th July

	Monday	Tuesday	Wednesday	Thursday	Friday
 <b>Main Option One</b>	<b>Chicken Fajita Wrap</b> <i>Served with Jacket Potato Wedges &amp; Vegetables</i>	<b>Beef Bolognese</b> <i>With Pasta, Peas, Carrots &amp; Garlic Bread</i>	<b>Herby Roasted Chicken</b> <i>Served with Spring Cabbage, Carrots, Roast Potatoes &amp; Gravy</i>	<b>Beef Burger</b> <i>Served with Cubed Potatoes, Peas &amp; Sweetcorn</i>	<b>Southern Fried Chicken</b> <i>Served with Oven Baked Chips, Baked Beans &amp; Sweetcorn</i>
<b>Main Option Two</b>	<b>Bean and Cheese Wrap</b> <i>Served with potato wedges and vegetables</i>	<b>Quorn Bolognese</b> <i>With Pasta, Peas, Carrots &amp; Garlic Bread</i>	<b>Vegetarian Quorn Roast</b> <i>Served with Cabbage, Carrots, Roast Potatoes &amp; Gravy</i>	<b>Veggie Burger</b> <i>Served with Cubed Potato, Broccoli &amp; Sweetcorn</i>	<b>Quorn Dippers</b> <i>Served with Oven Baked Chips, Baked Beans &amp; Sweetcorn</i>
<b>Daily Available All Week</b>	<p>Enjoy our jacket potatoes with a variety of hot and cold toppings. We also offer a freshly made salad selection, along with fresh fruit and yoghurts. Made-to-order sandwiches are available, including options like ham, cheese, and tuna mayonnaise. Additionally, alternative dietary options can be provided upon request.</p>				
 <b>Dessert</b>	<b>Shortbread Biscuit</b>	<b>Eton Mess with Mixed Berries</b>	<b>Fruit Crumble and Custard</b>	<b>Fruity Milkshake</b>	<b>Vanilla Ice Cream</b>

# The Star Primary Academy Menu {Week 3}



Menu for Week Commencing: 9th Mar, 13th Apr, 4th May, 1st Jun, 22nd Jun, 13th July

	Monday	Tuesday	Wednesday	Thursday	Friday
 <b>Main Option One</b>	<b>Ham &amp; Cheese Pizza</b> <i>Jacket Wedges, Sweetcorn &amp; Coleslaw</i>	<b>Chicken BBQ Melt</b> <i>Served with Herby Diced Potatoes, Carrots &amp; Peas</i>	<b>Honey Roast Gammon</b> <i>Served with Mash, Green Beans, Carrots &amp; Gravy.</i>	<b>Beef Lasagne</b> <i>Served with Jacket Wedges &amp; Creamy Coleslaw</i>	<b>'Fish &amp; Chips'</b> <i>Peas, Baked Beans Or Curry Sauce</i>
<b>Main Option Two</b>	<b>Cheese &amp; Tomato Pizza</b> <i>Jacket Wedges, Sweetcorn &amp; Coleslaw</i>	<b>Quorn BBQ Melt</b> <i>Served with Herby Diced Potatoes, Carrots &amp; Peas</i>	<b>Vegetarian Quorn Roast</b> <i>Served with Mash, Green Beans, Carrots &amp; Gravy.</i>	<b>Vegetable Lasagne</b> <i>Served with Jacket Wedges &amp; Creamy Coleslaw</i>	<b>Quorn Burger</b> <i>Served with Chips, Peas &amp; Baked Beans</i>
<b>Daily Available All Week</b>	<p>Enjoy our jacket potatoes with a variety of hot and cold toppings. We also offer a freshly made salad selection, along with fresh fruit and yoghurts. Made-to-order sandwiches are available, including options like ham, cheese, and tuna mayonnaise. Additionally, alternative dietary options can be provided upon request.</p>				
 <b>Dessert</b>	<b>Chocolate Mousse</b>	<b>Vanilla &amp; Strawberry Jam Cake</b>	<b>Fruit Jelly</b>	<b>Carrot Cake &amp; Icing Glace</b>	<b>Frozen Flavoured Yoghurt</b>

# Pack your child a HEALTHY LUNCH BOX

Choose a variety of foods from each food group



Make WATER your drink



Pack ICE PACKS to keep your food cool



Use a THERMOS to keep food warm



Please do not use glass containers or bottles to pack your child's lunch. All food and drink should be packed in plastic/metal containers and bottles.

## Parents Evening

### Thank You for Your Positive Feedback

A huge thank you to all our parents and carers for sharing your positive feedback with us. Your encouraging comments mean so much to our team and truly remind us why we do what we do. It was wonderful to see so many of you attending parents' evening and taking the time to speak with us.

Here are just a few of the comments:

*The teacher was so helpful and provided valid information about our child's performance, how she has improved over the last couple of months . Its an exciting milestone for us parents.*

*No concerns at all. The parents evening was very positive and it's been amazing to see such a big improvement in my child's confidence since being with this teacher. Thank you for the support.*

*Fabulous parents evening & such a pleasure to hear my son is going up with his subjects & doing well at school. Thank you mr nicholls your a great teacher :)*

*All teachers were thorough at explaining everything and making sure both me and dad knew exactly where all children are working too! All children are working at great levels!*

*The meeting was lovely as it highlights my daughter's strength and areas yo work on.*

# FREE AFTER SCHOOL CLUBS

## MONDAY

Multisports for  
Y1, 2, 3

A range of sporting  
activities with  
"Little Athletes" sports  
coach



## MONDAY

KS1&KS2 "Bookworms"

Library Club: reading for pleasure  
and discussion. Improving  
communication skills.

## MONDAY

KS2 "Crochet Club"

Crochet club is a fun, creative  
space where students gather to  
learn and practice crochet skills.

## WEDNESDAY

KS1 "Mindfulness"

Relaxing activities such as sewing,  
colouring, crafts etc

## WEDNESDAY

KS1&KS2 "Busy Fingers"

Gardening Club: exploring nature,  
the environment and the great  
outdoors. If the weather is bad, we  
have crafting sessions.

## WEDNESDAY

KS1&KS2 "Just Dance"

Fun and creative extracurricular  
activity where we will learn,  
practice, and enjoy different  
styles of dance.

## THURSDAY

Multisports for  
Y4, 5, 6

A range of sporting  
activities with  
"Little Athletes" sports  
coach



**OUR AFTER SCHOOL CLUBS REMAIN  
FREE OF CHARGE TO ALL PUPILS**



# Eid

## CARD COMPETITION

Make a card at home and  
hand it into the office by  
19<sup>th</sup> March to enter.



# Easter CHOCOLATE BINGO

TUESDAY 24<sup>TH</sup> MARCH  
2:40 - 3:10PM

*It's one of our favourites!*  
Parents and carers are warmly invited to join us for some fun at our FL  
LARGE Easter Bingo session! Celebrate the Easter season with some choc  
prizes, cheerful company, and a chance to win.




# EASTER Competition

Y1 & Y2 : EASTER BONNET COMPETITION

Y3 & Y4 : DECORATE AN EGG (could be hard boiled,  
polystyrene, plastic egg)

Y5 & Y6 : CREATE AN EASTER GARDEN

Entries to be handed in on Monday, March 23 to class  
teachers. A prize will be awarded to our favourite entry  
in each year group.



**WORLD BOOK  
DAY  
THURSDAY 5<sup>TH</sup>  
MARCH**



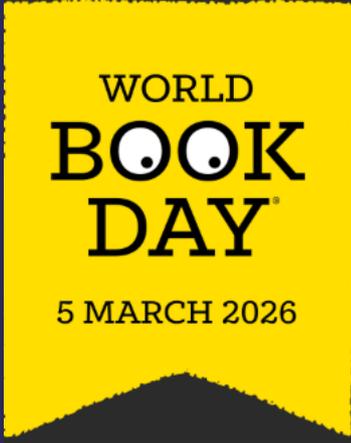
**WORLD  
BOOK  
DAY**

MARCH 2026

**Wear your pyjamas, bring  
a book and enter the  
decorate a potato  
competition.**

**Find out more about the  
competition and the book  
vouchers on the next  
page.**





**World Book Day – Thursday 6th March**

Star will be celebrating World Book Day on Thursday 6th March. To help us mark the day, children are invited to come to school wearing pyjamas.

We are also running a whole-school competition! Children are invited to decorate a potato as either:

- a story character, or
- a word linked to reading or books.

Please send your child’s decorated potato into school by Tuesday 4th March so entries can be displayed and judged.

We can’t wait to see the children’s creativity and to celebrate our love of reading together  



**Go all in for World Book Day**

World Book Day will be bigger and better than ever during the National Year of Reading, 2026. World Book Day is a proud delivery partner of National Year of Reading

Go All In – The National Year of Reading campaign to get more people reading, by bringing reading to where culture is.

If you’re into it, read into it.

Children can start using their £1/€1.50 book token and choose a World Book Day book for free.



**Thursday 5 March – World Book Day!**

Celebrate reading at home with fun activities, shared stories, and creative ideas.

**Sunday 15 March**

Last day to swap a £1/€1.50 book token for a free £1/€1.50 book.

**How do children receive a World Book Day £1/€1.50 Token?**

The £1/€1.50 tokens and £1/€1.50 books give all children the chance to choose and own a book – for free.

World Book Day, in partnership with schools and others, distributes the £1/€1.50 World Book Day book tokens to children and young people.



[Get Ready for World Book Day 2026 - World Book Day](#)

# Year 6 KS2 SATs

## KS2 SATs 2026 Dates

### Monday 11th May 2026

Spelling, Punctuation and Grammar: Spelling - 20 mins  
Spelling, Punctuation and Grammar: Punctuation and Grammar - 45 mins

### Tuesday 12th May 2026

Reading - 60 mins

### Wednesday 13th May 2026

Maths Paper 1: Arithmetic - 30 mins  
Maths Paper 2: Reasoning - 40 mins

### Thursday 14th May 2025

Maths Paper 3: Reasoning - 40 mins



# Y4 Multiplication Times Tables Check

## What is it?

The Multiplication Tables Check (MTC) is a statutory assessment for Year 4 pupils in England, aimed at ensuring they can recall their multiplication tables fluently up to 12.

- 25 questions
- 6 seconds to answer each question
- 3 seconds between each question.

As with any form of assessment, there are access arrangements available for particular children. Please speak with your child's class teacher about this.

The test will be administered between 1st June and 12th June 2026.

# Year 1 Phonics Screen and Year 2 retakes

- The phonics screening check will be administered throughout the week beginning Monday 8th June 2026.
- Each child completes the check 1:1 with their class teacher.
- The check is completed in a quiet space away from the classroom.
- The children will be told at the start of each section whether they are real words or nonsense words.

# Curriculum For Next Half-Term

## Our local park

Year 1

Knowledge organiser

### Routes

A route is a **way to travel from one place to another**.

We can call your starting place '**Point A**' and your finishing place '**Point B**'.



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### Compass



A compass is a tool used to help find **directions**. It has a **needle** that spins, and the needle **always points north**. The letters show the four directions on a compass. They are called **cardinal points**.

**N** – north  
**E** – east  
**S** – south  
**W** – west

You can use this to help you remember!

Never  
Eat  
Silly  
Worms

### Our senses



sight

smell

hearing

touch

### Directional language



forwards

right

downwards

left

### Key vocabulary

analyse	collect	data	directions	evaluate
facility	improve	map	observe	pictogram
present	record	tally chart		

### Fieldwork cycle

**Fieldwork** is when you go outside to **look, explore** and **find out** about a place. We can use the **fieldwork cycle** to help us to complete our **fieldwork**.



**Ask** – What we want to know and how we can find out.  
**Collect** – Collect data to answer our question.  
**Present** – Show what we have found out.  
**Analyse** – Look, think and talk about what we see.  
**Evaluate** – What went well and what we could do better next time.

### Staying safe

Follow these **safety tips** when you are out and about:

- Listen **carefully** to your adults
- Only **cross a road** if an adult tells you to
- Always **stay with your group**
- Wear a **high-visibility jacket**
- Be **respectful**



### Messy maps

**Messy maps** are maps made using **different objects** from the classroom, like **blocks, Lego, boxes, cubes, skipping ropes, beanbags etc.** They must show **all the important parts** of the place you are mapping.



### Collecting data

Some ways we can **collect data**:

**observational sketches** of geographical feature



**digital photographs** are taken to observe geographical features



**questionnaires** asking questions to local people



**tally charts** counting geographical features



# Super veggies to the rescue

Knowledge organiser

Year 2

## Vegetables

A vegetable is a plant or part of a plant that we eat. Vegetables help our bodies **grow**, stay healthy and have energy. Some vegetables can be eaten **raw**, like carrots. Potatoes grow underground and **must be cooked** to be safe. They can be made as chips, mash or jacket potatoes.



## Key vocabulary

bake	chop	coat	cooked	cut	dip
fresh	harvest	healthy	herbs	Ingredients	mash
mix	peeled	prepare	raw	seasoning	slice
stir	taste	toss	vegetable	wash	waste

## Herbs and seasonings

Herbs are **leaves from plants** that add flavour (how things taste). Herbs can be **fresh** or **dried**. Seasonings help **food taste nice**. We only need a **little seasoning**. We can **smell** herbs and seasonings to help us choose the taste.



## Peeling and chopping

We use **safe** chopping skills. **Bridge hold** – make a bridge with your hand and cut **under** it. **Claw grip** – curl your fingers in and cut **safely beside** them. We use tools **carefully** and **listen** to an adult.



## Safety

- Wash your hands before and after cooking
- Listen to the adult
- Use utensils slowly and carefully
- Keep your fingers away from blades
- Do not walk around with utensils
- Do not put utensils or food in your mouth
- Only adults use the oven
- Wait for food to cool before tasting



## Design steps

- Research** – find out about vegetables and dishes
- Design** – choose and plan your ingredients
- Make** – prepare and make your food safely
- Evaluate** – taste your food and say what you think

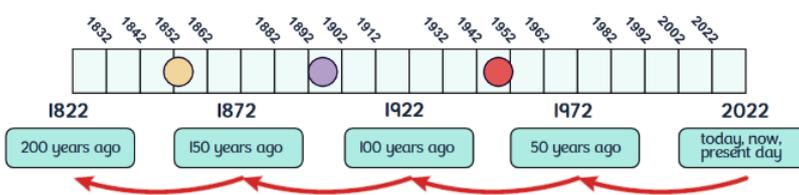
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# Hospitals and Healthcare

Knowledge Organiser

## A timeline to help us:

Let's use a **timeline** to show when Florence and Edith became nurses.



- Florence Nightingale became a nurse in 1851.
- Edith Cavell became a nurse in 1896.
- The NHS (National Health Service) was founded.

## Key vocabulary to help us:

**before** – at an earlier time  
**after** – later in time  
**past** – having happened or gone by at an earlier time  
**present** – happening now, at this time  
**similar** – something that is like something else, but not identical  
**compare** – note the similarities or differences between things  
**then** – at that past time  
**now** – in these times, or at this time  
**modern** – relating to the present

## How do we find out about the past?

We can find out about the past by:

- looking at and reading non-fiction books.
- searching the internet.
- talking to people who were alive at the time we want to learn about.
- watching video clips or TV shows about the time in history we want to learn about.
- visiting museums.
- looking at photographs.
- looking at objects from the past.

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### Florence Nightingale

Florence was a British nurse.

Florence went to the war in Crimea to help treat the wounded soldiers, and she was appalled by the filthy conditions in the military hospital. She insisted that all nurses and doctors **wash their hands** before treating patients. This helped to stop the spread of disease and saved many lives. Florence looked after these soldiers even into the night when it was dark. She would walk up and down with a light. She was famously known as the 'Lady with the Lamp.'



### Edith Cavell



Edith was a British nurse. At the start of World War I, Edith cared for many wounded soldiers, including many German soldiers, at the Red Cross Hospital. She thought that everyone had the right to medical treatment, no matter which country they were from.

Edith helped more than 200 soldiers escape to safety during the war. She was arrested and sentenced to death as punishment.

Before her death, Edith said, 'I must have no hatred or bitterness towards anyone.'

### The NHS

The National Health Service (NHS) that we have in our country was introduced in 1948. The fundamental values of the NHS are: patients always come first. Everyone is respected and valued, and care and compassion are at the centre of all treatment. Everyone counts. Nobody is discriminated against.

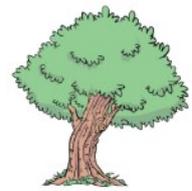
Cleanliness and good hygiene in hospitals are vital to keeping patients safe. Without clean hospitals and good hygiene routines, like regular hand washing, diseases would spread, and infections would be dangerous for everyone.



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## Plants Knowledge Organiser

Plants are living things. They move, take in and give out gases, are sensitive, grow, reproduce, get rid of waste and consume nutrients. These are all types of plants.



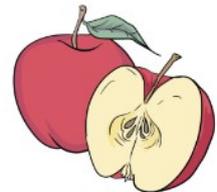
### Plants we eat

There are some plants that we can eat. Fruits and vegetables grow as part of a plant. Herbs are a plant too.



### How do plants grow?

We use seeds to grow new plants. New seeds grow as part of the plant. Seeds can be found inside some fruits.



## What do plants need?

Plants need things in order to **grow** and **be healthy**.

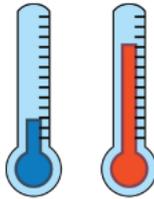
They need **water**.



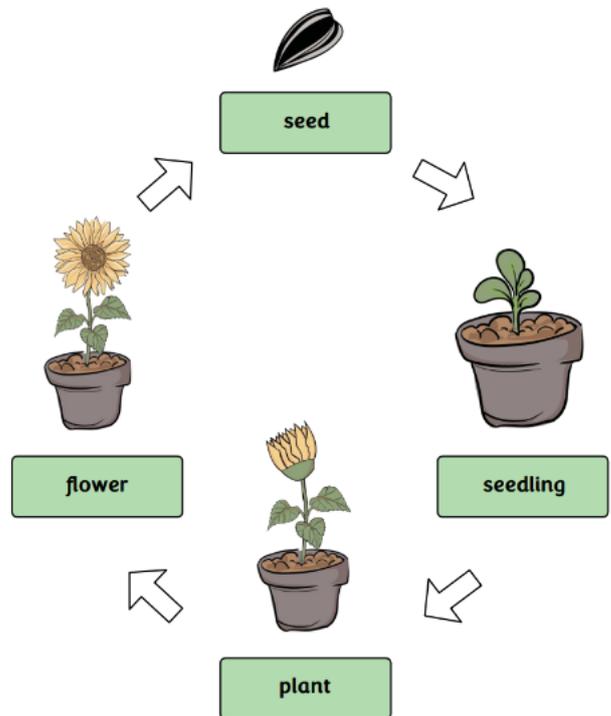
They need **sunlight**.



They need to be kept at a **suitable temperature**.

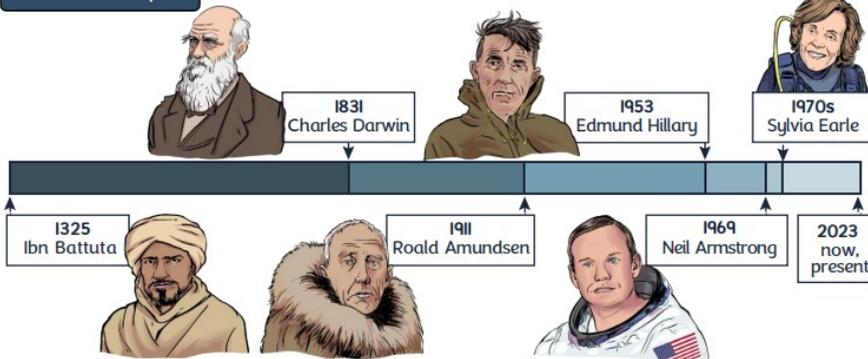


## Plant life cycle



# Famous Explorers

A timeline to help us



Where do humans explore?

Over the years, humans have explored many places on Earth and beyond, including:

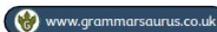
- rainforests
- the North and South Poles
- the world's continents
- deserts
- the world's oceans
- the Moon
- the world's highest mountains

Where is left for humans to explore and discover in the future?

Why do humans explore?

The main reasons why humans explore are:

- we want to **learn** new things
- we are naturally **curious** about other places
- we want to be the **first** to discover a new place
- we want to **make a difference** in our world, to make it a better place
- we want to make amazing **discoveries**



How do we find out about the past?

We can find out about the past by:

- looking at and reading **non-fiction books**
- searching the **internet**
- **talking** to people who were around at the time that we want to find out about
- watching **video clips** or TV shows about the time in history we want to find out about
- visiting **museums**
- looking at **photographs**
- looking at **objects** from the past

KSI

Knowledge Organiser

Key history vocabulary to help us

explore	explorer	exploration
astronaut	oceanographer	mountaineer
monument	significant	before
after	past	present
same	different	change
continuity	then	now

Who are some of the explorers from the past?

Many people from the past have explored new places, but these explorers are the ones we will focus on in our lessons:

**Ibn Battuta** – A Moroccan explorer who travelled across many continents.

**Charles Darwin** – A nature explorer who made important scientific discoveries.

**Roald Amundsen** – A Polar explorer who was the first to the South Pole.

**Edmund Hillary** – A mountaineer who climbed to the summit of Mount Everest.

**Neil Armstrong** – An astronaut who was the first man on the Moon.

**Sylvia Earle** – An oceanographer who has dedicated her life to exploring and saving the world's oceans.

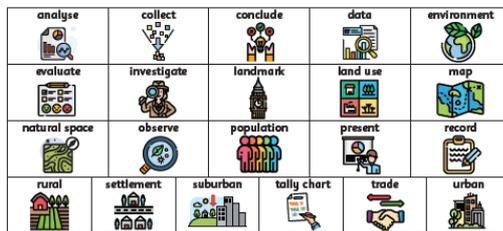
# Land use

## Land use

Land can have many **different uses**. Land use can be identified by following road signs and symbols, using maps, looking at photographs and speaking to people from the area.



## Key vocabulary

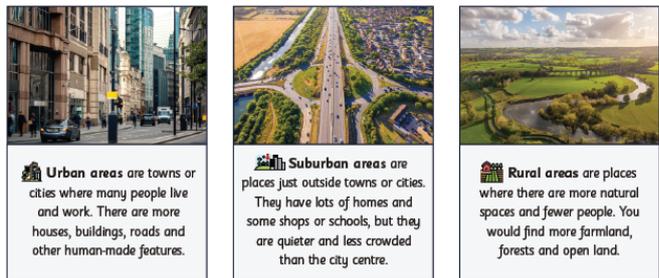


## Settlements

A **settlement** is where people live and can be categorised into:

Hamlet	Village	Town	City
A <b>hamlet</b> has a tiny population ( <b>fewer than 100</b> ) and only has a <b>few buildings</b> .	A <b>village</b> is larger than a hamlet but smaller than a town. The population of a village <b>varies</b> . The average population can range in the <b>hundreds</b> .	A <b>town</b> is larger than a village and (usually) smaller than a city. They have <b>multiple services</b> and a population between <b>10,000 and 100,000</b> .	A <b>city</b> usually has a <b>large population and many services</b> . Most cities have a <b>cathedral</b> .
Tresparrett – a hamlet in Cornwall	Burnsall – a village in North Yorkshire	Tewkesbury – a town in Gloucestershire	Birmingham – a city in the West Midlands region

## Types of land use



**Urban areas** are towns or cities where many people live and work. There are more houses, buildings, roads and other human-made features.

**Suburban areas** are places just outside towns or cities. They have lots of homes and some shops or schools, but they are quieter and less crowded than the city centre.

**Rural areas** are places where there are more natural spaces and fewer people. You would find more farmland, forests and open land.

## Settlement requirements

Essential	Desirable
shelter	farmland
food	transport links
water	entertainment
fuel	green space
safety	neighbours
materials	shops
power supply	education
	healthcare

## Safety considerations

- Listen carefully to adults' instructions.
- Only **cross a road** if instructed to by an adult.
- Always **stay with your group**.
- **Do not leave litter** behind.
- Wear **suitable clothing and footwear**, and **high-visibility jackets**.
- **Be considerate** and **do not cause any disturbance** to the local area.
- Be **respectful** when speaking to **members of the public** and ask for their **permission to complete the questionnaire**.
- Most importantly, **be responsible and have fun!**



## Effects of land use changes

Building on natural land and changing how we farm the land has **harmed wildlife** in the UK. The **population** of many species of animals and plants in the UK are **declining**, including **hedgehogs, skylarks and corn marigolds**.



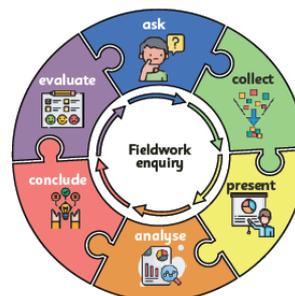
There have been some attempts to **boost the numbers of threatened animals** by reintroducing them into the wild and changing how land is used to restore their **natural habitats**.



Around many towns and cities, there is a **protected area** called a **green belt** where no building is allowed.

## Fieldwork cycle

When studying land use, **geographers** carry out **fieldwork** to answer a question. Following the fieldwork cycle can help them to stay organised and answer the question step by step.



- Ask** – Think about what you want to find out.
- Collect** – Collect information and data.
- Present** – Use graphs, maps, sketches or photos to show your findings.
- Analyse** – Try to spot patterns, similarities or differences in the data.
- Conclude** – Explain what the data shows.
- Evaluate** – Think about what worked well and what you could do even better next time.

# Magnetic mysteries

Knowledge organiser

Year 3

## Egyptian model with mysterious movement

Construction means building and joining materials to make structures that are **strong, stable** and **useful**. Designers think about how parts fit together, and which materials will keep a model secure and long-lasting.



In this project, you will design and make a 3D ancient Egyptian model with a **mysterious moving part** created by magnets. Magnets can make objects move without touching, which is perfect for a hidden surprise, such as a treasure reveal or secret door. Designers use joining methods to make their models strong and stable.



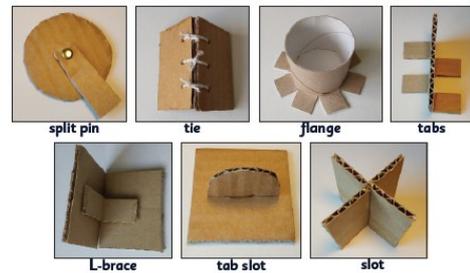
Your ideas will be inspired by ancient Egyptian buildings, objects, colours and symbols, such as pyramids, hieroglyphics, scarab beetles and gold and blue patterns.

## Key vocabulary

3D (three dimensional)	appealing	attract	feedback	force
functional	hidden	improve	interactive	join
material	movement	reinforce	secure	stable
strengthen	successful	symbol	template	test

## Joining methods

Glue and tape are good, but different joining methods can make your model even **stronger** and **more stable**.



## Magnets

Magnets are used in **everyday objects** like toys, games, catches, motors and machines.



Magnets create a force that can pull (attract) or push (repel) objects without touching them.

Magnets attract magnetic materials such as iron and steel. They do not attract metals like aluminium, copper or gold.

All magnets have **north** and **south** poles:

- same poles repel
- opposite poles attract



## Egyptian features



pyramid, sphinx



the mask of Tutankhamun



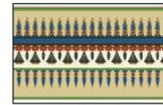
gold, blue, turquoise



hieroglyphics



canopic jars



patterns



Egyptian symbols

## Safety

Making **models in DT** is fun and creative, but we need to be careful to stay safe.

### Magnet safety:

- never put magnets in your mouth
- hand in all magnets at the end

### Tool & making safety:

- cut away from your body and keep fingers clear
- never touch hot glue
- keep your workstation tidy
- ask for help if something is too tricky



## The design steps

Designers follow four steps:

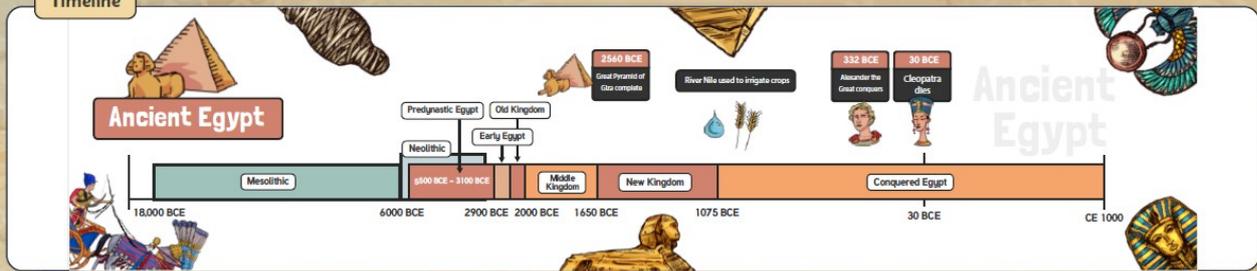
1. **Research** – look at examples to see what works well
2. **Design** – draw and label ideas, thinking about looks and function
3. **Make** – use tools and techniques, keeping work neat and strong
4. **Evaluate** – test it, celebrate what worked and spot ways to improve

# Ancient Egypt

Knowledge organiser

Year 3

## Timeline



## Key vocabulary

army	afterlife	ancient	artefact
artisan	bronze	chamber	crops
empire	era	expand	invade
navy	preserve	remains	ruler
scribe	temple	throne	trade

## The ancient Egyptian civilisation

People have lived in Egypt since the beginning of the Stone Age in Britain.

By 5000 BCE, they moved near the **River Nile**, where they lived in large villages.

Egypt used to be split into two different parts, **Upper Egypt** and **Lower Egypt**.



## How do we know about the ancient Egyptians?

They left evidence behind such as **wall art, writing and artefacts**.

The ancient Egyptians used **hieroglyphics** to write things down. These are **symbols** that represent **sounds or words**.



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## What are the ancient Egyptians remembered for?

Pharaohs believed in **life after death**. They ordered huge pyramids to be built. When a pharaoh died, their body was placed **inside** the pyramid.



The biggest pyramid is called the **Great Pyramid of Giza**. Today, archaeologists believe pyramids were built by **skilled workers and craftsmen**.

Some pyramids are **still standing** today.



## Who ruled the ancient Egyptians?

There was a **hierarchy** in ancient Egypt.

People with certain jobs were **more important** than others. The **pharaoh** was the most important person in society.

**Farmers and enslaved people** were the **least important** in society.



**Ramses II** was one of the most powerful pharaohs who ruled for 66 years!



## Who did the ancient Egyptians worship?

Ancient Egyptians were **polytheistic**, which means they worshipped **more than one god**.

Each god ruled a **part of life**. In the Old Kingdom, **Ra** (the Sun God) was the **most important**.

Ancient Egyptians worshipped their gods in special buildings called **sun temples**.

**Ra, the Sun God**



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# Bag a story

Knowledge organiser

Year 4

## Tote bags

A **tote bag** is a simple fabric bag with two handles.

People use tote bags to **carry books, shopping items and everyday items**.

Tote bags have been used for many years because they are **strong, light and easy to carry**.

They are often made from fabrics such as **cotton or canvas**, which makes them **functional and long-lasting**.

Designers think about how a bag will look and work. A good tote bag should be **strong, easy to carry and appealing to the user**.



## Key vocabulary

appealing 	durability 	edge 	functional 	layout 
motif 	product 	reinforce 	reusable 	seam 
strength 	theme 	secure 	sustainable 	user 

## Sustainability

**Sustainability** means looking after the planet.

Reusable tote bags are more sustainable than plastic bags because they can be used again and again.



Strong fabrics and careful sewing help tote bags last longer.

When bags last longer, they create less waste and help the environment.

## Stitches

Stitches join pieces of fabric together to make a bag **strong and secure**.

A **running stitch** is a simple stitch that goes in and out of the fabric.



**Backstitch** is a stronger stitch in which each stitch **overlaps** the previous one.



## Safety



- Handle needles and pins carefully.
- Store needles and pins safely (pincushion or pot).
- Keep your face and fingers away from the needle and fabric.
- Never put needles or pins in your mouth.
- Pass needles or pins carefully, with the sharp end pointing down.
- If a needle or pin is dropped, tell an adult straight away.



## Design steps



**Research** – Look at different bags to see how they are made and what makes them strong and appealing.



**Design** – Draw and label a plan for your bag, showing colours, motifs and features.



**Make** – Use tools and sewing skills carefully to make your bag.



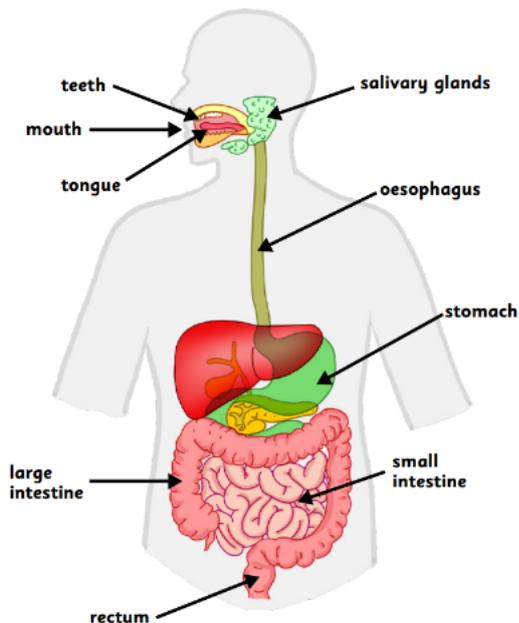
**Evaluate** – Test your bag and think about how it could be improved.

Y4

# Animals including humans

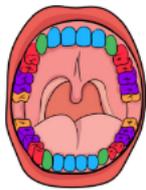
Knowledge organiser

## Digestive system organs and their functions



organ		function
teeth		tear, rip, chew and grind food
salivary glands		produce saliva
tongue		moves the food into a bolus and pushes it into the oesophagus
oesophagus		a muscular tube which uses contractions to move the bolus from mouth to stomach
stomach		mixes food with acid and enzymes to turn it into a paste
small intestine		absorbs nutrients from the food
large intestine		helps absorb water from the food
rectum		holds the stool (poo) until you go to the toilet

## Teeth



**Key**

- incisors
- canines
- premolars
- molars
- wisdom

## Teeth and their functions



**Incisors** - We have eight incisors. They are flat and are sometimes described as spade-shaped. They are used for biting and cutting.



**Premolars** - We have eight premolars. They are small and have a flat top. They hold and crush our food.



**Canines** - We have four canines. Our canines are pointy and are sometimes called 'fangs'. They are used to tear and rip our food.



**Molars** - We have eight molars. They are our largest teeth and have a flat top. They are used to grind our food before we swallow it.

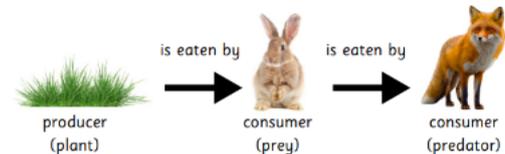
## Key vocabulary

<b>absorb</b> 	<b>carnivore</b> 	<b>diet</b> 	<b>digest</b> 	<b>energy</b> 	<b>function</b> 
<b>habitat</b> 	<b>healthy</b> 	<b>herbivore</b> 	<b>mouth</b> 	<b>observe</b> 	<b>omnivore</b> 
<b>prediction</b> 	<b>stomach</b> 	<b>system</b> 	<b>teeth</b> 	<b>tongue</b> 	<b>variable</b> 

## Food chains

A food chain shows how **energy** passes from one living thing to another. All **food chains** start with a **producer** (plants or algae) because they make their own food. Animals are **consumers** because they eat plants or other animals to get energy. A **herbivore** eats plants, a **carnivore** eats other animals, and an omnivore eats both.

In a food chain, the **arrows mean "is eaten by"** and show the direction energy moves. **Predators** hunt and eat other animals. **Prey** are the animals that get eaten. If one animal disappears, the whole food chain can be affected and everything becomes unbalanced.



# Fairy-tale engineering

## Fairy-tale model theatre



Construction means building and joining materials to make structures that are strong, stable, functional and appealing. Designers think carefully about how parts fit together, how materials behave.

In this project, you will design and build a small-scale model (maquette) of a fairy-tale theatre set with a moving part. Your model will solve a problem for a fairy-tale character (the user) using a pulley, lever or linkage. Designers test ideas using prototypes and exploded diagrams before building the final product.

Your theatre model will be inspired by toy theatres and stage design, including a foreground, midground, backdrop and a proscenium arch.

## Key vocabulary

<b>appealing</b> 	<b>force</b> 	<b>functional</b> 	<b>improve</b> 
<b>lever</b> 	<b>linkage</b> 	<b>mechanism</b> 	<b>pivot</b> 
<b>problem</b> 	<b>prototype</b> 	<b>pulley</b> 	<b>set</b> 
<b>successful</b> 	<b>test</b> 	<b>user</b> 	<b>wheel and axle</b> 

## Mechanisms

Mechanisms help things move using a force. Engineers use mechanisms to solve problems for a user in everyday life.

**Pulleys** change the direction of a force to lift or lower objects.



eg. cranes, window blinds, jigsaws, theatre scenery

**Lever**s use a pivot (fulcrum) to move or lift with less effort.



eg. scissors, bottle openers, seesaws, door handles

**Linkages** transfer movement from one part to another.



eg. bicycle brakes, windscreen wipers, desk lamps

# Curriculum For Next Half-Term

## Anglo-Saxons & Vikings

Year 5

Knowledge Organiser



### What do we know about the Anglo-Saxons?

The fall of the Roman Empire in 410 CE left England in an unprotected state which led to the **Angles, Saxons and Jutes** invading from Germany, Denmark and the Netherlands. These invaders settled in England and we know them as the **Anglo-Saxons**.

Not much is known about the fall of the Roman Empire leading into the early Anglo-Saxon period, as not many people wrote about it. However, most of the written information from this period comes from two monks, **Gildas** who wrote in the 6th century and **Bede**, who wrote in the 8th century.



The Anglo-Saxons were mostly farmers who **lived in wooden huts**. Children here would generally not go to school. Girls would help around the home and boys learned the skills of their fathers.



### The Anglo-Saxon Heptarchy

From the 5th century up until 927 CE, England was not a united country like today and instead it was **separated into many kingdoms**. Historians refer to the **seven largest kingdoms** as the '**heptarchy**'.

Each kingdom had its **own king** and they would often fight between each other and sometimes the people who lived in the kingdom would rebel against the king's power. So, being in complete control of an Anglo-Saxon kingdom required **power, influence, and lots of money!**



Anglo-Saxon kings had so much power and control over their people that they even worked to change their religion to their own beliefs!

### What do we know about the Anglo-Saxons?

The **Vikings** were famous for being ruthless warriors and astute traders. They set sail in **longboats** from their homes in **Norway, Sweden and Denmark**, and raided and traded across Europe. Their raids were sudden and daring, often using surprise to overcome their victims. For Viking warriors, honour and glory in battle lasted forever. Warriors who died bravely were believed to go to **Valhalla**, the **Viking heaven**. This belief made them extremely tough, fearless opponents.

**Viking raids** on the coastline of Britain were **very common in the 700s** and it would have been common for the people who lived near the coast to be worried about impending attacks from **Vikings from Scandinavia**.

There were many theories (ideas) as to why these men left Scandinavia to raid and eventually settle in England.



### Lindisfarne Priory

In **793 CE**, a small island (known as Holy Island) off the coast of **Northumbria** was home to **Lindisfarne priory** – a **Christian settlement of monks**. The priory held many great treasures like **gold goblets, silver crosses and jewel-encrusted bibles**.

It became the target of a **Viking raid** (possibly originating from Norway) because it was not protected by soldiers, as only monks and villagers lived there. Even if the monks had been able to defend themselves, they were no match for the strength of the Viking invaders – the Vikings were skilled in battle – using **shields, swords, spears, battle axes and arrows**.



### Did the Anglo-Saxons and Vikings live peacefully together?

The Vikings' overwhelming strength and power controlled most of Britain by the **end of the 9th century**, even though kings like **Alfred the Great** tried to defeat them. The land they controlled has been named the **Danelaw** because the rules of these lands came from the **Danish (Danes) and Norse** overlords who had settled from **Scandinavia**. Living as an Anglo-Saxon under the Danelaw was very difficult because the lives of Anglo-Saxons were considered less than that of the Dane/Norse people. This all changed after King Alfred the Great made a treaty with invaders saying that the lives of both the Anglo-Saxon and Scandinavians will be treated as equal. It also clearly marked out the territories of **Wessex and the Danelaw**.

### The first king of England

Over the next hundred years, the Anglo-Saxons in Wessex and Mercia fought together to drive back the Danelaw regions and by **927 CE**, **King Aethelstan** had conquered the city of **York** and all of **Northumbria**, finally uniting all of England. This makes Aethelstan the **first king of England**.



# Curriculum For Next Half-Term

## Economic Activity of the UK

Year 6

Knowledge Organiser

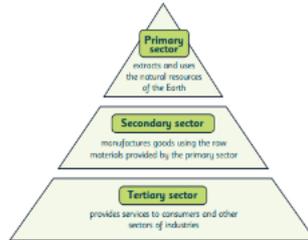
### Geography of the UK

The UK comprises **four countries**: England, Northern Ireland, Scotland and Wales. The **capital cities** of these countries are London, Belfast, Edinburgh and Cardiff. England is made up of nine regions shown in the map below:



### Sectors of the UK economy

In the UK, economic activity can be split into **three different sectors**: primary, secondary and tertiary:



### Agriculture

In the UK, agriculture can be carried out **'intensively'** or **'extensively'**. Intensive farming involves small areas of land used for large crop and animal production. Usually, animals are kept in smaller spaces for this to be possible.

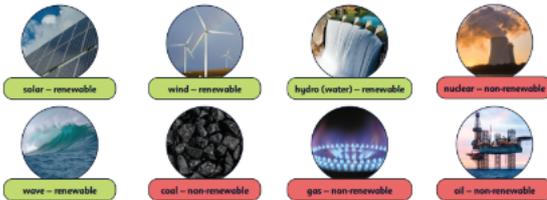
#### Intensive farming statistics



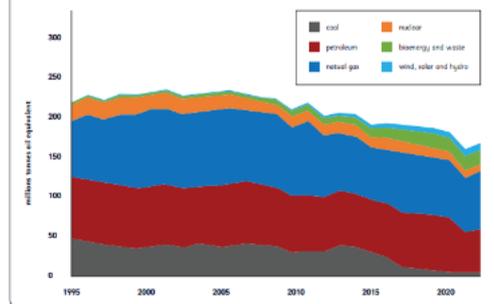
### Energy generation

Energy can be generated and captured from **multiple different sources**. These sources can be sorted into two categories: **renewable and non-renewable**. Renewable energy sources are **naturally occurring and replenished** in the environment. These could be used indefinitely without running out. Non-renewable energy sources are found on Earth in a **finite supply**, meaning a specific amount that will eventually run out.

#### Renewable and non-renewable energy sources



#### Demand for energy in the UK, 1995-2021



### Water use

**Water** is one of the most important resources on Earth; we all need it to survive. Unfortunately, water is a **finite resource**, so there is only a certain amount that remains on Earth which is going through the **water cycle**. **'Virtual water'** is water used to **produce different products**; when the UK uses these products, they 'use' the water used in their production.

#### Products with a high 'virtual' water footprint



### Rare earth elements

'Rare earth elements' are **seventeen elements** used in many **high-tech devices**, e.g. smartphones and game consoles. A few countries, including **China** and the **USA**, produce most of these REEs. Creating **mines** to extract REEs is difficult as they are found thinly and evenly across the Earth's surface rather than in large amounts.

#### Top five producers of rare earths in 2019



We learnt in our **energy generation** lesson that moving to **renewable energy sources** is very important for the future of our planet.

**Rare earth elements** are needed to develop **green energy technology** like in these images.

Rare earth element shortages could affect the development of this 'green' tech.



### Automation

Automation is the technology of **completing a task using machinery** with as **little human assistance as possible**. **AI (artificial intelligence)** is a form of automation which uses **computers** that are programmed with the ability to **'think' and learn**.

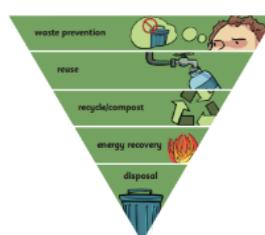
Machines are less likely to make **manual errors** than humans. They also **work faster** than humans and **don't need breaks**, making more products.

Machines can **complete repetitive, tedious tasks**, making human workers more happy. Once the machines have been **purchased**, they are **cheaper to run** than paying humans long-term. Computers can also be used for security and to recruit new staff by **automatically** choosing the best job applications.

### Waste management

The UK has developed a **waste management hierarchy** for dealing with waste produced in the country. **Waste prevention** is the key element of the hierarchy; **refusing** single-use plastics and using **reusable products** is the first step to **reducing our environmental impact**. Limiting our **reliance on landfills** is very important.

#### Waste hierarchy negatives of landfill



Landfill sites are **overflowing**, and eventually, we will run out of **landfill space**.

Lance

The **hazardous waste** is often improperly disposed of and ends up in a **landfill**. Hazardous waste can **contaminate the soil** and endanger animals, plants and humans.



Jamie

## Star Academy Leavers Hoodies 2026

Standard

Standard

Extra Personalisation



Dear Customer, **smart** school uniform are delighted to supply your  
2026 Leavers Hoodies

Standard Cost of Hoodie is £18.50 This includes Hoodie + school logo + Back Print in white  
Extra Personalisation add £3.50, name embroidered on the righthand side

**Details to remember**

Opening date for webpage Thursday 5<sup>th</sup> February

Closing date for webpage Thursday 26<sup>th</sup> March

Delivery Date Tuesday 19<sup>th</sup> May

Collection from school only

Please select Leavers Hoodie Free delivery from drop down menu on webpage

**DO NOT** select standard shipping

**Please note:** a surcharge will be applied if you select Standard Delivery

**How to order?**

Please visit [www.smartuniform.co.uk](http://www.smartuniform.co.uk)

Once at website please click on,

Primary Schools, locate your school and click on shop Leavers Hoodies

**Questions and queries**

All enquiries & questions must be directed to:

[shop@smartuniform.co.uk](mailto:shop@smartuniform.co.uk)

Samples will be available at the school to try on for size

Please do not guess as incorrect size ordered will not be refunded

# UPCOMING EVENTS

- Tuesday 3<sup>rd</sup> Feb - Y6 Trip National Memorial Arboretum
- Thursday 5<sup>th</sup> Feb - Coffee Morning 8:30 - 9:30am
- Friday 6<sup>th</sup> Feb - Reel Education Day - Angling Coach Visit
- Friday 6<sup>th</sup> Feb - Valentines Poem / Limerick Deadline
- Monday 9<sup>th</sup> Feb - Times Table Rockstar Day
- Tuesday 10<sup>th</sup> Feb - Parents / Carers Evening
- Wednesday 11<sup>th</sup> Feb - Valentines Disco 3:10-3:55pm
- Wednesday 25<sup>th</sup> Feb - Y5 Trip to Wolseley Centre

## HALF TERM HOLIDAY 16<sup>th</sup> - 20<sup>th</sup> Feb

- Tuesday 24<sup>th</sup> Feb - Y6 World War 2 Workshop
- Tuesday 3<sup>rd</sup> March - Y2 Trip Leicester Space Centre
- Wednesday 4<sup>th</sup> March - Y3 Ancient Egypt Workshop
- Thursday 5<sup>th</sup> March - World Book Day
- Thursday 5<sup>th</sup> March - Coffee Morning 8:30 - 9:30am
- Tuesday 10<sup>th</sup> March - Y4 Trip Lower Drayton Farm
- Tuesday 10<sup>th</sup> March - Y5 Anglo Saxons Workshop
- Thursday 12<sup>th</sup> March - Special Ladies Assembly 2:30-3:10
- Tuesday 17<sup>th</sup> March - Y2 Trip Lower Drayton Farm
- Wednesday 18<sup>th</sup> March - Y1 & Y2 Easter Bonnet Parade 9:00am
- Thursday 19<sup>th</sup> March - Coffee Morning 8:30 - 9:30am
- Friday 20<sup>th</sup> March - Inset Day (School Closed)
- Monday 23<sup>rd</sup> March - Hand in Easter competition entries
- Tues 24<sup>th</sup> March - Chocolate Bingo for Parents/Carers 2:40-3:10
- Wednesday 25<sup>th</sup> March - End of Term Behaviour Treat 2:00-3:10
- Thursday 26<sup>th</sup> March - Easter Assembly 8:50-9:15am
- Friday 27<sup>th</sup> March - Local Care Home Easter Songs (invite only)
- Friday 27<sup>th</sup> March - Last day of Spring Term

## EASTER HALF TERM HOLIDAY 30<sup>th</sup> March - 10<sup>th</sup> April

READ ALL ABOUT EVENTS:

ON CLASS DOJO



# Term Dates for the Academic Year of 2026/2027

<b>AUTUMN TERM 2026</b>	<b>AUTUMN 2026 TERM : commences Tuesday 1 September - Friday 1 January</b>	
	Teacher Training Day (Closed to Pupils)	Tuesday 1 September
	School Opens	Wednesday 2 September
	School Closes for Half Term	Friday 23 October
	Half Term	Monday 26 October to Friday 30 October
	School Opens	Monday 2 November
	Teacher Training Day (Closed to Pupils)	Friday 27 November
	Last Day of Term	Friday 18 December
	Christmas Holiday	Monday 21 December to Friday 1 January
	<b>SPRING TERM 2027</b>	<b>SPRING 2027 TERM : commences Monday 4 January - Friday 9 April</b>
School Opens		Monday 4 January
School Closes for Half Term		Friday 12 February
Half Term		Monday 15 February to Friday 19 February
School Opens		Monday 22 February
Teacher Training Day (Closed to Pupils)		Monday 8 March
Last Day of Term		Thursday 25 March
Easter Holiday		Friday 26 March 25 to Friday 9 April (Easter Sunday: 28 March)
<b>SUMMER TERM 2027</b>	<b>SUMMER 2027 TERM : commences Monday 12 April - Wednesday 1 September</b>	
	School Opens	Monday 12 April
	May Day Bank Holiday (School Closed)	Monday 3 May
	School Closes for Half Term	Friday 28 May
	Half Term	Monday 31 May to Friday 4 June
	School Opens	Monday 7 June
	Teacher Training Day (Closed to Pupils)	Friday 25 June
	Last Day of Term	Tuesday 20 July
	Teacher Training Day (Closed to Pupils)	Wednesday 21 July
	Summer Holiday	Thursday 22 July to Wednesday 1 September

## 2026/2027 Inset Days – School closed

1st September

27th November (Trust Inset Day)

8th March

25th June (Trust Inset Day)

21st July

# HAPPY HALF TERM

*We would to wish our  
children, parents and staff a  
peaceful & enjoyable break and  
we look forward to welcoming  
everyone back on Monday 23rd  
February.*

*Come along  
to coffee  
mornings*

Fortnightly on  
Thursdays  
8.30 - 9.10 am



# School Lettings Available



Looking for a welcoming, flexible space at the heart of the community to host your next class, meeting or event during the day, evening or at the weekend?

We may have a hall, outdoor onsite contained community hub or classroom available.

- Access to clean, well-maintained toilets
- Disabled access and step-free entry
- On-site parking available
- Secure site with CCTV
- Heating and lighting included
- Competitive community rates
- Located at the heart of the Sandyford community

## Availability :

During the day Mon-Fri.

evenings & weekends



FOLLOW US

For Further Information :



01782 235055



[STA-Office@attrust.org.uk](mailto:STA-Office@attrust.org.uk)



## CHRISTMAS JUMPER DONATIONS NEEDED



We are looking for any old, preloved Christmas jumpers that no longer fit your children. If you have any at home that are no longer needed, could you please donate them to school.

Thanks for your continued support!



## Breakfast Club

We are delighted that so many children are accessing breakfast club.

**All children MUST be booked in online the day before on MCAS. Places are limited.** For children not booked in on MCAS, we will not be able to accommodate, unless it's an emergency. Please contact a member of the Senior Leadership team beforehand, via Dojo to arrange support.

From 7.30—8 am, breakfast club is charged at £1.

From 8—8.30am, it is free.



[STA-office@attrust.org.uk](mailto:STA-office@attrust.org.uk)



01782 235055



[staracademy.attrust.org.uk](http://staracademy.attrust.org.uk)



@attstaracademy



Burnaby Road, Tunstall, Stoke-on-Trent  
Staffordshire, ST6 5PT

Star Newsletter

# GOVERNOR VACANCIES

## We Are Recruiting New Co-Opted Governors For Our Schools

Could you be a school governor? School governors are members of our local community who care about our school and the young people we support. Being a school governor can be a very positive experience. Share your skills and passion for the success of our school and become a governor.

