



THE
GILES NURSERY
AND
INFANTS'
SCHOOL



Headteacher: Mrs Rouane Mendel
Assistant Heads: Miss Lisa Hill and Mrs Tania Dalton

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25.04.2025

School Aims: our school is a place where we aim to develop:

- ▶ Positive attitudes to learning
- ▶ Creativity and a sense of self-confidence and self-esteem
- ▶ Equality of opportunity, independence, individuality, tolerance, sensitivity and cooperation
- ▶ Good relations, respect for others and the environment
- ▶ A broad and balanced creative curriculum
- ▶ Pupil achievement by providing quality experiences

Dear Parents/Carers,

Children have returned to school absolutely beautifully. Everyone clearly has had a restorative break and enjoyed spending time with their families.

The return to school had a real wow factor this week as it was Maths Week, organised by our tremendous mathematics leaders, Mrs Simmons and Mrs Dalton. Thank you so much to them both for setting up such an inspirational start to the summer term! Children engaged in Marvellous Mistakes Maths Workshops over two days and thank you to all the families who attended the Brainwave Education Maths workshop after school yesterday. We hope you enjoyed yourselves and that it was instructive to find out what the children have been learning in school. I think everyone particularly enjoyed the beginning where several parent volunteers literally tied themselves in knots and had to use maths to untangle themselves!

You will see some fantastic photographs below and on the website.

Next week will be the Year 1 trips to Sishes Wood and also something very special will happen across Reception!



Nursery school places for September 2025: There are a few places available in our Nursery Class from September 2025; if you would like to visit, please contact the school for an appointment. We ask our families to share this information with friends and family where they have a child due to start Nursery in September 2025. Eligible children will have birth dates between 1st September 2021 and 31st August 2022.

Magnet safety: Recently there have been occasions when children have brought tiny magnetic balls into school. The magnets are often sold as part of a toy or on their own. Toys should not be brought into school at any time, but magnets in particular can be very dangerous. If swallowed, magnetic objects can be life-threatening and cause significant damage within hours. In 2021, the NHS issued a patient safety alert and called for the sale of magnets that do not meet strict toy safety regulations to be banned. They recommend that parents are cautious when buying magnetic products and explain the dangers to their children. If you would like further information, you can read the patient safety alert on the NHS England website: [NHS England » National Patient Safety Alert](#)

Reception and Junior School (September 2025) allocation acceptance deadline: If your child is moving into Reception or Year 3 in September 2025, you should have received an email from Hertfordshire County Council with your allocation of school on 16th April 2025. Please note that parents/carers have until 2nd May 2025 to accept the place. If you have any questions regarding your allocation, please kindly contact Hertfordshire Admissions.

e-Safety: This week's e-Safety Wake-up-Wednesday bulletin is all about making friends online. Please see the picture below of the bulletin. This can also be found on our school website: [The Giles Nursery and Infants' School - eSafety](#)

Courses for parents/carers: The not-for-profit organisation 'Supporting Links', in association with Hertfordshire county, is offering some parental support courses. If you are interested in these, please email the school office to request the booking form or to discuss a referral for the courses on admin@gilesinfants.herts.sch.uk

Parent & Carer Support Summer Term 2025  **Summer Term 2025** 

FREE to parents and carers living in Hertfordshire
All courses are 6 weeks with a break for half term 26th-30th May

TALKING TEENS

6, weekly sessions for parents and carers of children aged 12-16, covering:

- The Teen Brain: physical and emotional changes taking place and why behaviour changes.
- The link between behaviour and communicating difficult feelings.
- How to maintain your relationship with good communication.
- Understand risk taking behaviour around drugs, alcohol and gang culture.
- How to negotiate and reduce conflict.

Wednesdays
7.45 - 9.15pm
7th May to 18th Jun
Online Course: ID 759

Tuesdays
7.45 - 9.15pm
3rd Jun to 8th Jul
Online Course: ID 760

TALKING FAMILIES

6, weekly sessions for parents and carers of children aged 0-5, sharing tips on:

- Managing challenging behaviour with consistency.
- Encouraging positive behaviour.
- Building your child's self-esteem.
- Setting and maintaining boundaries.
- Responding to tantrums and difficult feelings in children.
- Developing a strong parent/child relationship now and for the future.

Thursdays
9.45 - 11.15am
8th May to 19th Jun
Online Course ID 757

Tuesdays
8.00 - 9.30pm
6th May to 17th Jun
Online Course ID 758

TALKING DADS

6, weekly sessions for dads & male carers of children 0-5, sharing information on:

- Improved listening and communication skills.
- A healthy dad-child relationship now and for the future.
- Effective strategies for dealing with anger and conflict.
- How to enforce boundaries.
- Being the dad, you want to be.

Wednesdays
7.45 - 9.15pm
4th Jun to 9th Jul
Online Course: ID 761






TALKING ADDITIONAL NEEDS

A 6-week group for parents and carers of children with any additional need aged 2-16. Your child does not need a diagnosis.

Tuesdays
9.30 - 11.30am
3rd Jun to 8th Jul
Face to Face: ID 755
Gade Community Room
Oakleaf Primary School,
Hemel Hempstead

Tuesdays
8.00 - 9.30pm
6th May to 17th Jun
Online Course ID 756

Booking essential. Please Quote the Course ID
To check eligibility and book a place, please contact Supporting Links on: 07512 709556 or bookings@supportinglinks.co.uk
These courses are provided free to parents by Hertfordshire County Council's Targeted Parenting Fund. Information taken on booking will be used to process your booking, check your eligibility, identify any access needs, and will be stored in accordance with our GDPR policy which is available on request.

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They are also offering sessions that may be of particular interest to those families with children who have ASD or ADHD:

Talking ASD & ADHD: Coping with Change 21st May

Talking ASD & ADHD: Responding to Anger 9th June

Talking ASD & ADHD: The Teenage Years 25th June

Talking ASD & ADHD: Tech Use 2nd July

Places for these can be booked directly by parents & carers by following this Eventbrite link:

<https://www.eventbrite.co.uk/cc/talking-asd-adhd-for-parentscarers-in-herts-1046969>

Nursery: In Nursery, the children settled back in beautifully after their Easter break. It was wonderful to welcome back smiling, happy children ready to learn and play. They returned full of enthusiasm and have shown confidence in following their established routines.

This week was our whole school Maths Week and the children were delighted to find a new teddy friend called 'Tiny'. Tiny had written a special letter and explained that he loves to count and play with numbers but keeps getting the numbers mixed up. The children were eager to check any mistakes, help him practise his counting and share ideas and games to help him get even better at counting. Lucas shared that we, 'could put the numbers in the right order for him.' Marley thought we could play fastest fingers because that helped us get fast at numbers. Lyra suggested we teach Tiny our number rhymes. The children quickly recalled each of the number rhymes and confidently joined in, remembering each line with growing accuracy and delight. They chanted with enthusiasm, 'Around the tree, around the tree, now I've made the number three!'



The children enjoyed many activities linked to the story 'One to Ten and Back Again' by Nick Sharratt and Sue Heap. They ordered and sequenced numbers to 5, wrote numbers in salt, explored creating playdough numbers and painted stripy bees. A highlight of the week was a number hunt in the garden. The children had a fantastic time finding each hidden number to tick on their checklist. Arlo rushed over to tell his friends, 'I'm doing a number hunt. I found all the other numbers but I didn't find number 3. I'm going to keep looking.' Summer helped her friends find the number 8 and said, 'It's fun, the numbers are hiding!'

In the garden, the children enjoyed a mathematics fitness challenge. They counted accurately to ten as they did star jumps, jogged on the spot, brought their knees up to their hands and did windmills. The children then developed their gross motor skills using ribbons and scarves to make different shapes and numbers.

In phonics, the children learnt the letter sound /s/. They practised saying lots of words beginning with the /s/ sound and loved the challenge of finding new ones to share. The children have consolidated listening for initial sounds in words and blending sounds together using their 'robot arms'. They were excited to find a turtle posting box and quickly got to work identifying the picture cards and using their robot arms before posting each word into the box.

The children were excited to get started learning the moves for our sponsored count and move. We have sent home a detailed letter with all the actions for the children to practise. Thank you for helping your child to participate. We wish the children the very best of luck!

This term our topic is 'Sand and Water'. Next week, we will be learning about frogs and exploring our new pond life role play area. In phonics, the children will learn the letter sound /a/.

Reception: *This week, the children thoroughly enjoyed participating in a range of wonderful activities to celebrate Maths Week. The theme for this year's Maths Week was 'Number bonds to 10' and it began with a letter from Tiny the Tortoise who asked the children to work out whether his number bond calculations were correct. The children checked his calculations and spoke about what to do if you make a mistake. Comments from the children included, 'If you make a mistake try again,' 'It is OK to make a mistake,' and 'Never give up, just try again.' Some of the activities the children participated in were singing a number bond song (see the song below), calculating how many more passengers were needed to fill the minibus up to a total of ten and finding their number bond partner using Numicon. The children enjoyed colouring the rainbow to 10 and writing the calculations underneath. They also made number bonds on a pair of hands and wrote the calculations to match.*

Below is the number bond song which is sung to the tune 'London Bridge is falling down'.

*Which two numbers add to 10 add to 10, add to 10?
Which two numbers add to 10, can you think of them?
There's 0 and 10 and 10 and 0, 10 and 0, 10 and 0.
There's 0 and 10 and 10 and 0, they both add to 10.*

*Which two numbers add to 10, add to 10, add to 10?
Which two numbers add to 10, can you think of them?
There's 1 and 9 and 9 and 1, 9 and 1, 9 and 1.
There's 1 and 9 and 9 and 1, they both add to 10.*

*Which two numbers add to 10, add to 10, add to 10?
Which two numbers add to 10, can you think of them?
There's 2 and 8 and 8 and 2, 8 and 2, 8 and 2.
There's 2 and 8 and 8 and 2, they both add to 10.*

*Which two numbers add to 10, add to 10, add to 10?
Which two numbers add to 10, can you think of them?
There's 3 and 7 and 7 and 3, 7 and 3, 7 and 3.
There's 3 and 7 and 7 and 3, they both add to 10.*

*Which two numbers add to 10, add to 10, add to 10?
Which two numbers add to 10, can you think of them?
There's 4 and 6 and 6 and 4, 6 and 4, 6 and 4.
There's 4 and 6 and 6 and 4, they both add to 10.*

*Which two numbers add to 10, add to 10, add to 10?
Which two numbers add to 10, can you think of them?
There's 5 and 5 and 5 and 5, 5 and 5, 5 and 5.
There's 5 and 5 and 5 and 5, they both add to 10.*

The children loved the maths workshop run by Simon from Brainwave Education. He encouraged the children to share their knowledge of 2D and 3D shapes and in teams the children had to create a 3D rocket using rods and balls. The children took it in turns to go into their rocket, be launched into space and travel past the moon!



To celebrate Maths Week, this week's poem is titled 'Numbers, Numbers' and has been adapted for the Reception children.

*Numbers, numbers, everywhere I look,
Numbers in the shop and numbers in my book.
Price tags, speed limits, calendars, and walls,
Even in the café and even in the hall.
Numbers on my shoes and on my cereal box.
Numbers on the TV and numbers on my clock.
Numbers, numbers all around the school.*

Numbers everywhere, numbers are so cool!

Next week in literacy, the children will find out which traditional story they will focus on. They will be introduced to the story using Makaton signing and creating story maps.

In mathematics, the children will investigate teen numbers, using Numicon to create a city of teen numbers. In understanding the world, the children will use their observational skills to draw a tree in spring.

The musician of the month for April is James Bay. The children found out he was born and lived in Hitchin and taught himself how to play the guitar after finding a rusty one with only 5 strings in a cupboard in his house. George G in Barn Owl class particularly remembered this fact.

Year 1: The children have had a fabulous maths week to start the new term. They were delighted to discover that Tiny from White Rose Maths had come to visit, bringing with him a challenge for the Year 1 children to do with counting backwards and finding one less. Tiny makes lots of mistakes so he really wanted the children to help him. The highlight was the problem-solving workshop by Brainwave Education focussing on 2D and 3D shapes. The children worked in teams to create squares and cubes and used their mathematical vocabulary of shapes, sides, faces and corners. It was fantastic to see several Year 1 children bringing their grown-ups to the parents' workshop after school and showing their grown-ups how to learn through experimenting, making mistakes, reasoning, and sharing ideas. Thank you to Mrs Simmons for organising a wonderful activity, and to Professor Brainwave for creating the opportunity for so much mathematical fun. In their regular mathematics lessons, the children learnt all about mass, identifying 'heavier' and 'lighter' and measuring the mass of various objects using plastic cubes.



In English, the children were most excited to discover some mysterious footprints had appeared in the school grounds. They followed the footprints, speculating about who might have made them, and found they led to the woodland area. Scattered around the woodland, they spotted many clues in the form of words and pictures which they pieced together to identify their new topic: 'The Gruffalo' by Julia Donaldson. They have begun to learn to recite the story, using Makaton signing to support them, and have made story maps of the key events. The children enjoyed designing a Gruffalo-themed healthy snack in design and technology. They chose to make a rice cake owl or fox. In music the children began to think about how a story can be told through sound and how music can be represented through symbols. They learnt to associate an instrument with a beanbag colour and to follow a sequence of beanbags to play a range of instruments in a set order. Over the next few weeks, they will compose their own musical retelling of 'The Gruffalo' and notate their story using colours.

In phonics the children have revised some of their phase 5 sounds. They have shown their teachers how well they can read real and alien words using their phonic knowledge and sounding out and blending.

The children started their new science focus on plants this week by showing their teachers anything they already know. Over the term, they will learn to identify some

plants and trees, as well as name parts of a plant, starting with an inspiring visit to Sishes Wood next week.

Our Book of the Week was 'Dogger' by Shirley Hughes. The children enjoyed revisiting this story after hearing it in RE last term and thinking about the kindness of Bella.

New homework will be coming home today on a Gruffalo theme. Please complete one of the suggested activities and return it to school by Wednesday 7th May. Also with the homework, is a letter to explain the Sponsored Spell that will take place in May and a list of words. We suggest you ask your child to choose the words they would like to focus on learning to spell. They can choose as many words from the list as they like. We ask you to sponsor them for their effort. More information is to be found in the letter.

Next week the children will learn how to write verbs in the past tense using the suffixes -ed and -ing, where they do not have to change the spelling; for example, turning 'walk' into 'walked' or 'was walking'. In mathematics, they will investigate measuring volume and capacity. Next week the children will also visit Sishes Wood in class groups and start to identify wild plants. As it is an ancient bluebell wood, we are very much hoping the children will enjoy the magnificent sight of a carpet of bluebells! In design and technology, they will make and eat their healthy Gruffalo snack. The ingredients used will be: rice cakes, cream cheese, cheese slices, cucumber, blueberries, lettuce and chives. If your child has an allergy to any of these ingredients, please speak to their class teacher.

Have a wonderful weekend.

The Year One Team

Year 2: We were pleased to welcome the children back to school after the Easter holidays for the start of the summer term. We hope you had a wonderful break and enjoyed the spring weather. The children have returned very settled and ready to start a new term of learning.

The term started with Maths Week. Each class received a letter from Tiny, a character from our mathematics scheme who often makes mistakes. Tiny asked for help to check his addition and subtraction calculations using base ten resources. The children did an amazing job helping him and showed that they remember all of their learning from the autumn term. Well done Year 2! The children also had the opportunity to take part in a mathematics workshop, exploring 2D shape and 3D shape on a large scale. They enjoyed working as part of a team to find solutions together.

In English this week, children started a new unit of work based on the book 'Monsters: An Owner's Guide' by Jonathan Emmett. They listened carefully to the story before answering comprehension questions. Once they had proved their knowledge of the monsters, they were taken on as employees at the Monstematic Toy Company. Their first job was to write a polite response to a disgruntled customer, whose monster had caused chaos when they took him to school!

In mathematics, the children began a new unit of work exploring mass, capacity and temperature. They learnt to compare mass using the vocabulary 'heavier', 'lighter' and 'the same as'. They learnt to read weighing scales with benchmarks measured in twos and tens, to work out the mass of objects, both in grams and kilograms.

In science, the children revisited their learning about plants before half term and planted beans. They will keep a seed diary over the coming weeks to record the growth of the beans. In art and design, the children learnt about photography and how to use a camera. They used iPads to take photographs of nature around the school. In PSHCE,

the children looked at different types of families and created a recipe for a happy home. 'Love' and 'lots of hugs' were very popular ingredients!

In English next week, the children will continue their learning around the book 'Monsters: An Owner's Guide'. They will imagine their own monster and write a guide explaining how to take care of it. In mathematics, the children will learn to compare volume and capacity and measure in millilitres and litres.

Sponsored Spell letters and word lists have been sent home today. Please check your child's book bag for further information.

We hope you have a lovely weekend.

The Year 2 team

CLASS ATTENDANCE TROPHY

TROPHY-BEARING CLASS WITH THE BEST ATTENDANCE FOR THIS WEEK

**PUFFIN CLASS
100%**

FANTASTIC ATTENDANCE – WELL DONE!!



STARS OF THE WEEK

Ladybird Nursery Classes	<i>Alora - for fantastic listening to adult instructions this week.</i> <i>Arlo - for showing lots of interest when forming letter 's' correctly.</i> <i>Jared- for fantastic listening skills when identifying objects beginning with the /s/ sound.</i> <i>Ottillie - for coming into school all week wearing your school uniform.</i> <i>Harper- for fabulous throwing and catching skills this week.</i> <i>Freya B - for fabulous throwing and catching skills this week.</i>
Snowy Owls	<i>Bowie-Moon for making good progress with segmenting and blending.</i> <i>Chayson for finding different ways to make 10.</i> <i>Shiva for being able to name 3D shapes and their properties in the maths workshop.</i>
Tawny Owls	<i>Yoosuf for demonstrating an excellent knowledge of number bonds to 10.</i> <i>Tillie for fantastic teamwork when making a rocket using 3D shapes.</i>
Barn Owls	<i>Freya for fantastic recognition of number bonds to 10.</i> <i>Thea for being so knowledgeable about 3D shapes during a maths workshop.</i> <i>Joshua for super subitising when working out number bonds totalling 10.</i>

<i>Red Foxes</i>	<i>Layla for being a fantastic team player in the maths workshop.</i> <i>James for sharing lots of knowledge about plants and drawing and labelling a super flower.</i>
<i>Big Cats</i>	<i>Mauro for fantastic mathematical thinking during the maths workshop.</i> <i>Andrew for a wonderful understanding of mass in mathematics.</i>
<i>Walker Bears</i>	<i>Nancy-Mae for always helping to tidy up the classroom.</i> <i>Stefan for always doing your best learning.</i>
<i>Pelicans</i>	<i>Olivia for brilliant independent writing</i> <i>Kairi for fantastic contributions and problem-solving during our maths workshop.</i>
<i>Puffins</i>	<i>Charles for writing a super response letter to the toy company in English.</i> <i>Hollie for engaging well with the maths workshop by Brainwave Education.</i> <i>Amelia for designing a fantastic poster all about plants.</i>
<i>Penguins</i>	<i>Roman and Wynter for always putting a huge amount of effort into all aspects of school life.</i>

I hope you all have a restful and happy weekend.

*Kindest regards,
Rouane Mendel
Headteacher*

What Parents & Educators Need to Know about MAKING FRIENDS ONLINE

In today's digital world, it's increasingly common for children to form friendships with people they've never met in person. While online connections can offer children a sense of belonging, they also carry significant risks. Around 19% of children aged 10 to 15 in England and Wales have chatted online with someone they've never met face to face. This guide offers expert advice for parents and educators on helping children navigate online friendships safely.

WHAT ARE THE RISKS?

ONLINE GROOMING THREATS

Predators can use games, chat apps or social media platforms to build relationships with children and gain their trust. This may quickly develop into grooming or exploitation. Between April 2017 and March 2023, UK police recorded nearly 34,000 online grooming offences – an 82% increase in just five years.

EXPOSURE TO INAPPROPRIATE CONTENT

Children may encounter distressing or explicit material while interacting with online contacts – especially via TikTok, Instagram or Snapchat. This is evidenced in a survey by the Children's Commissioner for England, which found that 45% of children aged 8 to 17 had seen content online that made them feel uncomfortable, worried or upset.

PRIVACY AND DATA RISKS

Children and young people often overshare personal details – such as where they live or go to school – without understanding the consequences. In fact, 4.4% of 10 to 15-year-olds in the UK have met up in real life with someone they'd only spoken to online.

COMPROMISED PERSONAL SAFETY

Meeting an online 'friend' in real life risks placing a child in serious danger. From abduction to coercion, the consequences can be devastating. Reports of children being harmed after such meetings are becoming increasingly common in the UK, highlighting the need for safeguarding intervention.

PSYCHOLOGICAL DISTRESS

Online harm – such as cyberbullying, grooming or exposure to disturbing content – can lead to long-term emotional issues, including anxiety, depression and PTSD. 'Sextortion' gangs, who threaten to release sexual information about a person unless they pay them money, have reportedly targeted children as young as 11, leaving them traumatised and ashamed.

LONG-TERM REPERCUSSIONS

Children exposed to harmful online relationships early on may develop unhealthy beliefs about relationships, consent, or self-worth. In a recent case, a 26-year-old posed as a girl on Snapchat to befriend children aged 10 to 16, manipulating them into sexual activity and causing profound emotional distress. One 12-year-old tragically died by suicide, highlighting the long-term psychological harm online friendships with strangers can cause.

26 FRIENDS ONLINE NOW

Advice for Parents & Educators

TEACH SAFE ONLINE HABITS

Help children understand how to use privacy settings, protect their personal information, spot fake profiles, and report anything suspicious or concerning, like pressure tactics. Encourage them to think critically about what they share – and whom they're talking to.

ENCOURAGE REAL-WORLD CONNECTIONS

Support children in building friendships through school, clubs, hobbies and activities in the real world. Strong offline relationships help reduce children's reliance on online platforms for social interaction, and can help them develop resilience and social confidence.

KEEP CONVERSATIONS OPEN

Let children know they can talk to you about their online life. Avoid reacting with anger or judgement, as this may prevent them from opening up in the future. A child who feels listened to is more likely to disclose problems before they escalate.

USE PARENTAL CONTROLS

Parental control settings on devices, games and apps can help manage screen time, filter out inappropriate content, and monitor activity. While no system is perfect, they provide a valuable layer of protection as children explore digital spaces.

Meet Our Expert

Gabriella Russo is a safeguarding consultant with over 30 years' experience in supporting children, families, and adults across education, local authority, and mental health settings – both in the UK (including at Parliamentary level) and internationally.



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SCHOOL DATES AND EVENTS SUMMER TERM 1 2025

Sponsored Spell/KS1/Sponsored Move EY W/C Tuesday 22/04/25 starts (ends 16/05)

Living Chicks Project W/C 28/04/25

Year 1 trip to Sishes Wood W/C 28/04/25

BANK HOLIDAY Monday Monday 05/05/25

KS1 Big Write W/C 05/05/25

<i>Buddha's Birthday Assembly in school</i>	<i>Tuesday 06/05/25</i>	
<i>Great Fire of London Workshop - Year 2</i>	<i>Tuesday 13/05/25</i>	
<i>Stay and Read Year 1</i>	<i>Wednesday 14/05/25</i>	<i>2.50 - 3.10</i>
<i>The Skipping Ninja Workshop</i>	<i>Thursday 15/05/25</i>	<i>9.00 – 3.00</i>
<i>Stay and Read Year 2</i>	<i>Thursday 15/05/25</i>	<i>2.50 – 3.10</i>
<i>End of Sponsored Spell</i>	<i>Friday 16/05/25</i>	
WALK TO SCHOOL WEEK	W/C 19/05/25	
<i>Big Write Reception only</i>	<i>W/C 19/05/25</i>	
FROG BAKE SALE	<i>Thursday 22/05/25</i>	<i>3.15 – 4.30</i>
HALF TERM	<i>Monday 26/05/25 – Friday 30/05/25</i>	

SCHOOL DATES AND EVENTS SUMMER TERM 2 2025

INSET DAY	<i>Monday 02/06/25</i>	
<i>Children return</i>	<i>Tuesday 03/06/2025</i>	
FROG Meeting	<i>Wednesday 04/06/25</i>	<i>2.30</i>
<i>Non-Uniform Day - tombola Donation to FROG/or £1</i>	<i>Friday 06/06/25</i>	
PHONICS SCREENING WEEK Y1	W/C 09/06/25	
<i>Inco coffee session</i>	<i>Tuesday 10/06/25</i>	<i>8.50 - 9.50</i>
<i>Reception Summer Concerts: Barn Owl Concert</i>	<i>Tuesday 10/06/25</i>	<i>9.10</i>
<i>Tawny Owl Concert</i>	<i>Wednesday 11/06/25</i>	<i>9.10</i>
<i>Snowy Owl Concert</i>	<i>Thursday 12/06/25</i>	<i>9.10</i>
<i>KS1 Summer Treat Wizard of Oz</i>	<i>Thursday 12/06/25</i>	<i>2.00</i>
<i>Year 2 Scooter Workshop</i>	<i>Friday 13/06/25</i>	
<i>Father's Day FROG contribution</i>	<i>Friday 13/06/25</i>	
MONEY WEEK KS1	W/C 16/06/24	
<i>Reception Stay-and-Play for children Joining Reception from our Nursery</i>	<i>Tuesday 17/06/25</i>	<i>3.15 - 4.30</i>
<i>Kittle Class Photographs</i>	<i>Thursday 19/06/25</i>	
<i>Open Evening whole school</i>	<i>Thursday 19/06/25</i>	<i>5.30-7.00</i>

NURSERY CLOSED TO ALL CURRENT CHILDREN, NEW PUPILS VISIT	Friday 20/06/25	
Welcome to Reception talk for parents	Monday 23/06/25	5.00 - 5.45
Year 1 Summer assemblies	W/C Monday 23/06/25	
Walker Bear Concert	Wednesday 25/06/25	2.30
Big Cats Concert	Thursday 26/06/25	1.30
Red Foxes Concert	Thursday 26/06/25	2.30
Year 1 Seaside Workshop for pupils	Friday 27/06/25	
INSET DAY SCHOOL CLOSED TO ALL PUPILS	Monday 30/6/25	
Welcome to Nursery talk for parents	Tuesday 01/07/25	5.00 - 5.30
Circus Skills Workshop – Reception, Years 1 and 2	Wednesday 02/07/25	
Reception Stay-and-Play for all children Joining in September	Wednesday 02/07/25	3.45 - 4.30
FROG Summer Fete	Thursday 03/07/25	3.15 - 4.30
Sports Day exact times given nearer the date	Tuesday 08/07/25	Morning
Rocksteady Concert By invitation only	Wednesday 09/07/25	9.30
Moving Up Day	Thursday 10/07/35	
Pirate Day for Nursery	Friday 11/07/25	
One World Week	W/C 14/07/25	
FROG Nursery Bedtime Story	Monday 14/07/25	6.00 - 6.30
African Dance Workshop	Tuesday 15/07/25	
Sports Day Reserve	Wednesday 16/07/25	Morning
Mosaic Workshop Year 2	Thursday 17/07/25	
Chinese Dragon Workshop	Monday 21/07/25	
Puffin Leavers Assembly	Tuesday 22/07/25	9.15
Pelican Leavers Assembly	Tuesday 22/07/25	10.15
Class parties	Tuesday 22/07/25	
Penguin Leavers Assembly	Wednesday 23/07/25	9.15
Last day – school finishes at 1pm	Wednesday 23/07/25	

TERM DATES 2024/25

Autumn Term: Monday 2nd September 2024 – 20th December 2024

School finishes on Friday 20th December 2024 at 1.00pm

[Christmas Holidays: Monday 23rd December 2024 – Friday 3rd January 2025]

Children return to school on Monday 6th January 2025

Spring Term: Monday 6th January 2025 – Friday 4th April 2025

[Half term: Monday 17th February 2025 – Friday 21st February 2025]

Children return to school on Monday 24th February 2025

School finishes on Friday 4th April 2025 at 1.00pm

[Easter Holidays: Monday 7th April 2025 – Monday 21st April 2025]

Children return to school on Tuesday 22nd April 2025

Summer Term: Tuesday 22nd April 2025 – Wednesday 23rd July 2025

Monday 5th May 2025 Bank Holiday SCHOOL CLOSED

Monday 26th May 2025 Bank Holiday SCHOOL CLOSED

[Half term: Monday 26th May 2025 – Friday 30th May 2025]

Monday 2nd June 2025 INSET Day SCHOOL CLOSED

Children return to school on Tuesday 3rd June 2025

Monday 30th June 2025 INSET Day SCHOOL CLOSED

School finishes on Wednesday 23rd July 2025 at 1.00pm

TERM DATES 2025-26

Wednesday 3rd September 2025 INSET Day SCHOOL CLOSED

Autumn Term: Thursday 4th September 2025 – Friday 19th December 2025

Children return to school on Thursday 4th September 2025

[Half term: Monday 27th October 2025 – Friday 31st October 2025]

Monday 3rd November 2025 INSET Day SCHOOL CLOSED

Children return to school on Tuesday 4th November 2025

Friday 28th November 2025 – OCCASIONAL DAY SCHOOL CLOSED

School finishes on Friday 19th December 2025 at 1.00pm

[Christmas Holidays: Monday 22nd December 2025 – Friday 2nd January 2026]

Monday 5th January 2026 – INSET Day SCHOOL CLOSED

Spring Term: Tuesday 6th January 2026 – Friday 27th March 2026

Children return to school on Tuesday 6th January 2026

[Half term: Monday 16th February 2026 – Friday 20th February 2026]

School finishes on Friday 27th March 2026 at 1.00pm

Summer Term: Monday 13th April 2026 – Thursday 23rd July 2026

Monday 4th May 2026 Bank Holiday SCHOOL CLOSED

Monday 25th May 2026 Bank Holiday SCHOOL CLOSED

[Half term: Monday 25th May 2026 – Friday 29th May 2026]

Monday 1st June 2026 INSET Day SCHOOL CLOSED

Children return to school on Tuesday 2nd June 2026

Friday 3rd July 2026 INSET Day SCHOOL CLOSED

School finishes on Thursday 23rd July 2026 at 1.00pm

2024 / 25 School Calendar

September '24						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October '24						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November '24						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December '24						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January '25						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February '25						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March '25						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April '25						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May '25						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June '25						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July '25						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August '25						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- = Term Time
- = 23/24 Pupil Holidays
- = Bank and Public Holidays
- = 2024/25 Pupil Holidays
- = Inset Day - school closed to pupils
- = Occasional Day - (school closed to pupils)

2025 / 26 School Calendar

September '25						
M	T	W	T	F	S	S
25	26	27	28	29	30	31
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

October '25						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November '25						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December '25						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January '26						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February '26						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March '26						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					







April '26						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May '26						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June '26						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July '26						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August '26						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

-  = Term Time
-  = 24/25 Pupil Holidays
-  = Bank and Public Holidays
-  = 2025/26 Pupil Holidays
-  = Inset Day - school closed to pupils
-  = Occasional Day - (school closed to pupils)

