



Springfield Primary Academy Newsletter



Autumn Half Term 2 - 2025/2026

18th December 2025



Message from the Headteacher

Dear Parents and Carers,

As we come to the end of another busy and successful half term at Springfield, I want to take a moment to reflect on the incredible learning and enrichment experiences our pupils have enjoyed. From the very youngest in Acorn and Oak exploring sensory stories and seasonal celebrations, to Year 6 creating stunning Terracotta Army-inspired sculptures, every year group has shown determination, creativity, and a real love of learning.

This half term has been packed with memorable highlights. Pupils have deepened their knowledge across the curriculum—investigating forces and magnets in Year 3, comparing civilisations in Year 5, and exploring mountains and map skills in Year 4. Our younger pupils have embraced exciting topics such as festivals, family, and friendships, while developing key skills in reading, writing, and maths. It has been wonderful to see their confidence grow and their curiosity shine.

Beyond the classroom, enrichment opportunities have flourished. From Sports Festivals and lunchtime clubs to music lessons with Rocksteady and Birmingham Music Service, pupils have had countless chances to discover new talents and interests. Our Eco Committee inspired the whole school with their Cut Your Carbon campaign and began planning a tree-planting project with Birmingham Tree People—an initiative that will benefit our community for years to come. The School Council also led with kindness, introducing initiatives like Book Nook Friday and representing Springfield at an online COP30 meeting, showing that pupil voice truly makes a difference.

We also celebrated Nonfiction November, encouraging pupils to explore the fascinating facts and ideas that shape our world, and marked Anti-Bullying Week with creative challenges and important conversations about kindness and respect. These events remind us that learning at Springfield is about more than knowledge—it's about building character, confidence, and community.

Finally, I want to thank our dedicated staff for their hard work and commitment to supporting pupils' learning this half term. Their creativity and care ensure that every child has the opportunity to thrive. Thank you also to our families for your continued support—it makes all the difference.

I wish you all a restful and happy holiday, and I look forward to welcoming everyone back for another exciting term in January.

Mr. Ahmad
Headteacher
Springfield Primary Academy



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Acorn & Oak Pupils: All About Me & My Family



This half term, the topic has been 'All About Me: My Family', where pupils have explored the important people in their lives and learned how families help and support each other. Alongside this, they have been discovering the changing seasons and taking part in a range of celebrations through stories, sensory exploration, and group activities. These experiences have helped pupils develop their understanding of the world and build social connections in a fun and meaningful way.



Acorn & Oak Pupils: Maths and Literacy

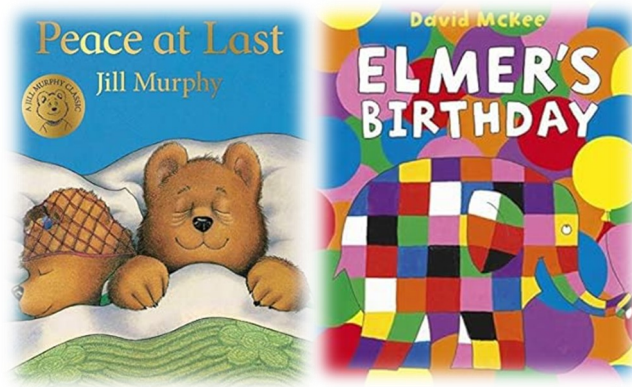
Maths

In Acorn Room, pupils explored numbers through celebration themes, counting birthday hats, cakes, Pudsey Bears, and party-popper streamers. These playful, sensory activities provided opportunities to practise early counting skills and develop confidence with numbers in a hands-on, engaging way.

In Oak Room, pupils have been building their early mathematical thinking by practising subitising, exploring different ways numbers can be represented, and learning about shapes. They have also begun to understand the concept of time by looking at days of the week and months of the year. It has been wonderful to see their independence and curiosity grow during these sessions, as they start to apply their learning in everyday contexts.

Literacy

In Acorn Room, pupils have loved joining in with sensory stories such as *Peace at Last* and *Elmer's Birthday*. They explored sounds, textures, and props to bring the stories to life, supporting early communication, attention, and a growing enjoyment of books.



In Oak Room, alongside enjoying the same sensory stories, pupils have been working on constructing sentences using who, what, where, and why, as well as developing their sentence writing and letter formation. These activities have encouraged pupils to express their ideas more confidently and independently, and it has been a joy to see their creativity and enthusiasm shine through.

Acorn and Oak Pupils: Understanding The World



Pupils in Acorn Room have explored the world through a range of meaningful sensory experiences designed to spark curiosity and build confidence. During Fun with Food, they enjoyed themed activities such as creating Remembrance cereal poppies, making a Pudsey custard face, and exploring textures with mash and noodles. These activities encouraged pupils to notice colours, shapes, and patterns while developing fine motor skills.

In Sensology, pupils joined in with a Pudsey picnic, celebrated Bonfire Night with lights and sounds, and explored Pudsey's birthday through textures, bubbles, and movement. They also took part in Bucket Time, sensory music sessions, and creative activities such as decorating birthday cards and making party hats. These experiences supported early communication, attention, and an increasing awareness of new sounds, colours, and sensations, helping pupils to develop confidence in exploring their environment.

In Oak Room, pupils have been investigating and exploring in deeper ways. They enjoyed Forest School, where hands-on outdoor experiences helped them connect with nature and develop problem-solving skills. In Science, pupils explored light and dark, noticing shadows and observing how light changes what we see. As part of Design and Technology, they created their own peg families and homes, thinking about who is important to them and how to build simple structures. These sessions have encouraged creativity, independence, and a growing understanding of the world around them.



Nursery: 'Through My Eyes'

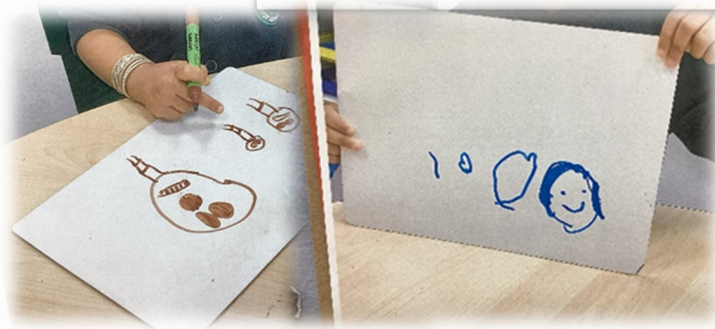
Nursery pupils have spent this term exploring the world 'Through My Eyes', thinking about different celebrations and festivals. They have learned about birthdays and Diwali and reflected on how we celebrate ourselves, our talents, and our superpowers—such as kindness. Pupils have enjoyed listening to a variety of high-quality texts to help them explore these themes, and their language skills have developed well. Many pupils are now beginning to retell the stories they have heard, showing growing confidence in communication and memory.



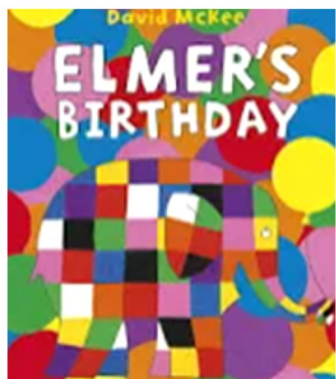
We are delighted with the progress pupils have made in settling into Nursery life. They have become more confident at separating from their carers, following instructions, and trying new activities. Pupils are making friends, beginning to play together, and learning to share resources—important steps in their social and emotional development.

Nursery: Mark Making

Creative activities have been at the heart of our mark-making journey. Pupils have painted vibrant firework pictures, made poppies for Remembrance Day, and crafted diya lamps for Diwali. Alongside this, they have been learning to count to three and singing nursery rhymes to build rhythm and language. These experiences have supported fine motor development and given pupils opportunities to feel proud of their achievements.



Reception: Festivals and Celebrations



Reception pupils have embraced a colourful journey through festivals and celebrations. They explored birthdays, weddings, Diwali, Bonfire Night, and Christmas, learning about the traditions and meanings behind each occasion. Creative activities brought these themes to life—pupils painted

dazzling firework pictures to mark Bonfire Night, wrote party lists for weddings and birthdays, and crafted beautiful diva lamps to celebrate Diwali. These hands-on experiences not only encouraged creativity but also helped pupils develop fine motor skills and an appreciation for cultural diversity.

Storytime has been a key part of our learning. Pupils enjoyed high-quality texts such as *Elmer's Birthday*, *The Glow*, and *The Jolly Postman*, which sparked conversations about kindness, giving, and the joy of celebrations. Through these stories, pupils have been developing their listening and comprehension skills, as well as beginning to retell events in sequence—a fantastic step in their early literacy journey.



Reception: Seeds for Supper

A highlight of the term has been our 'Seeds for Supper' project, part of the school's 11 Before 11 promise, which encourages pupils to experience memorable learning beyond the classroom. The project began with an investigation into different types of seeds, where pupils compared shapes, sizes, and textures before planting their own wheat seeds. They took responsibility for caring for their plants, watering them regularly and observing changes over time, which introduced them to the concept of growth and life cycles.

Science and practical learning came together beautifully. Pupils discovered how wheat is harvested and transformed into flour, and explored the many foods that can be made from it. To complete the project, they rolled up their sleeves and baked their own bread! This hands-on experience was not only exciting but also taught pupils about patience, teamwork, and the importance of healthy eating. The pride on their faces as they tasted their homemade bread was a wonderful reminder of how learning can be both meaningful and joyful.

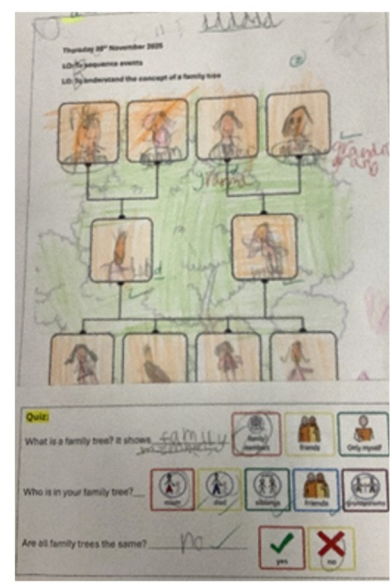


Year 1: Young Historians at Work



Year 1 pupils have had an exciting and successful term in History. Through their topic 'All About Me', they explored what makes a family and proudly created their own family trees. Pupils were fascinated as they

learned about King Charles and his life, using both primary and secondary sources—just like real historians—to answer questions about the past. Later in the term, they enthusiastically compared life long ago with life today, discovering how jobs have changed over time. These activities encouraged pupils to think critically, ask questions, and develop a sense of chronology. It has been wonderful to see their curiosity grow and their confidence as young historians shine!



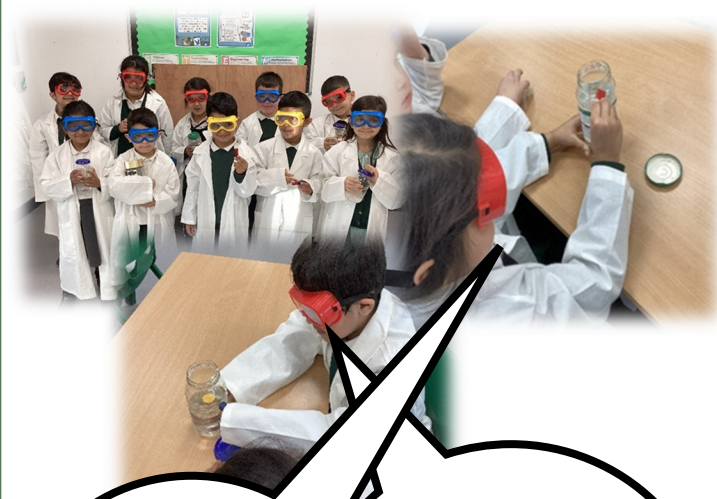
Year 1: Investigating Materials in Science

Science lessons have been full of discovery and excitement. In the STEM Room, pupils explored the fascinating world of materials, investigating which objects are magnetic and which are not. They learned that only certain metals—such as iron, nickel, and cobalt—are magnetic, and they were eager to test this out for themselves.

Working like real scientists, pupils:

- ⇒ Predicted which materials might be magnetic
- ⇒ Tested their ideas using magnets
- ⇒ Observed carefully to see what happened
- ⇒ Analysed their results and drew conclusions

Alongside magnetism, pupils explored other material properties, such as whether something is hard or soft, shiny or dull, bendy or rigid. These investigations helped them develop scientific thinking skills, including observation, prediction, and reasoning. Most importantly, pupils had lots of fun while learning—their enthusiasm made the STEM Room buzz with excitement!



I can pull the metal paper clip of the water using the magnet, but not the plastic counter .
Juwariyah

I predict that the metal paper clip will be magnetic!
Aaidan

Year 2: Nativity Success

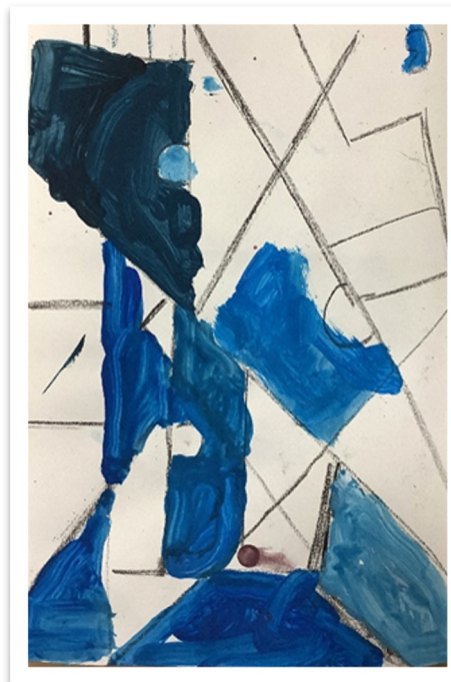


Year 2 pupils enjoyed a busy and exciting term preparing for their performance of Whoops-a-Daisy Angel. They worked hard to learn their lines, songs, and actions, and their dedication truly paid off. Costumes were perfected, sets designed, and lighting arranged to create a magical atmosphere. When the big day arrived, pupils delivered a sweet and funny take on the traditional Nativity story, and it was wonderful to welcome families to share in the celebration. Their confidence and teamwork shone throughout the performance.



Year 2: Exploring Art and Creativity

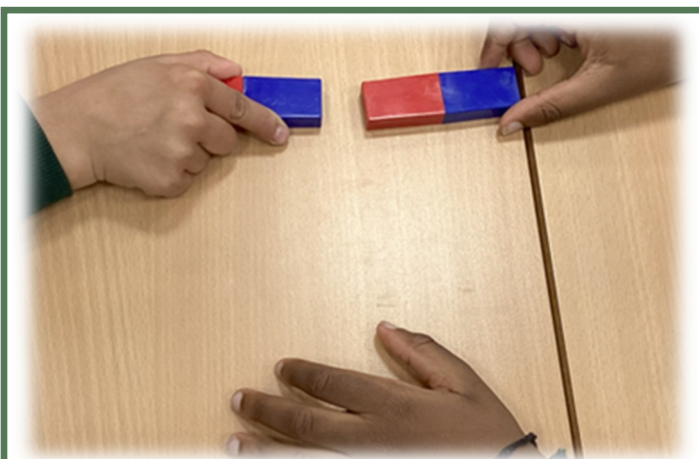
Art lessons this term have been full of colour and imagination. Pupils have been learning about Pablo Picasso, abstract art, and the Cubist style. Inspired by Picasso's belief that "every child is an artist," Year 2 pupils have embraced creativity with confidence. They revisited earlier learning on colour theory, mixing primary colours to create secondary colours, and extended this into experimenting with shades, tints, and tones.



Pupils created abstract paintings in the style of early Cubism, using geometric shapes and a single colour palette to produce striking compositions. Their next challenge will be to explore the vibrant colours of later Cubism by creating a collage portrait—a project that promises to showcase their individuality and artistic flair. It has been wonderful to see pupils express themselves so boldly and take pride in their work.



Year 3: Forces and Magnets in Action

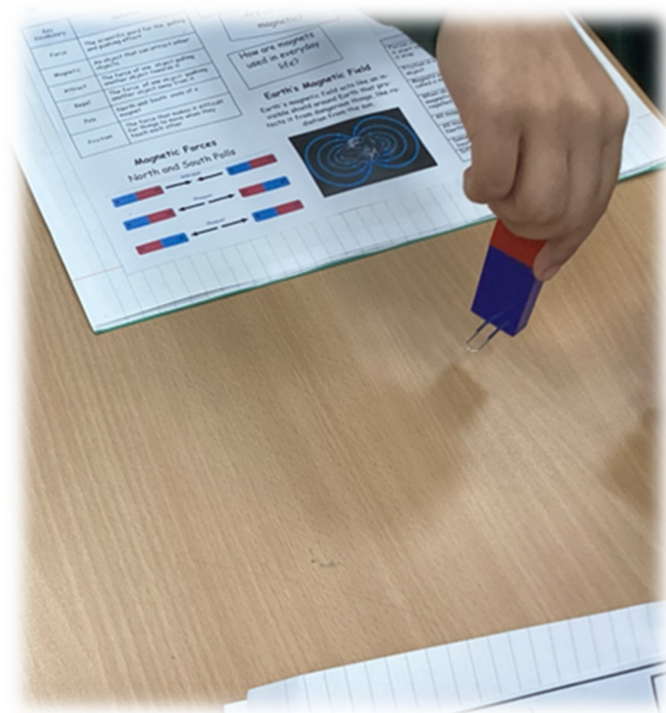


Year 3 pupils spent this half term diving into the fascinating world of forces and magnets. They discovered that magnets are very special objects because they can both attract and repel. Pupils learned that when the same poles of two magnets are placed together, they push away from each other, but when opposite poles meet, they pull together. This hands-on learning brought science to life, and pupils loved experimenting with different magnets to see these effects for themselves.

Their investigations didn't stop there. Pupils were introduced to the idea that the Earth itself acts like a giant magnet, which helped them understand how compasses work and why they always point north. Linking this knowledge to real-world applications sparked great discussions about navigation and how magnets help sailors, pilots, and hikers find their way.

Another big focus was exploring which materials are magnetic and which are not. Pupils tested everyday objects made from different materials and discovered that only certain metals, such as iron, are attracted to magnets. They were surprised to learn that not all metals are magnetic, which challenged some of their initial predictions and led to lively conversations about how magnets are used in everyday life—from keeping fridge doors closed to helping trains run smoothly and even hiding inside toys and gadgets.

To practise working like real scientists, pupils carried out a full investigation. They made predictions about what they thought would happen, tested their ideas, and carefully recorded their methods so someone else could repeat the experiment. Results were organised in tables, and pupils analysed their findings to draw conclusions. This experience gave them a taste of how scientists work and showed the importance of being accurate, organised, and clear when carrying out investigations.



It was wonderful to see pupils realise that science is not just something they learn in school, but something that shapes the world around them every day. Their enthusiasm and curiosity made the classroom buzz with excitement!



Year 4: A Memorable Visit to the Mandir



Year 4 pupils had a wonderful opportunity to deepen their Religious Education learning with a visit to the Mandir in Tipton. They were warmly welcomed and loved exploring the beautiful temple, taking in its intricate designs and peaceful atmosphere. As they walked around, pupils learned about Hindu traditions, worship practices, and the important role the Mandir plays in the community.

The vibrant statues and shrines captured their attention. Pupils listened carefully to the stories behind them and discovered how prayer and meditation shape daily life for many Hindus. These insights prompted thoughtful reflections on similarities and differences with their own experiences.

The visit truly brought classroom learning to life. It sparked curiosity, encouraged meaningful questions, and helped pupils appreciate the importance of respect and understanding across different faiths. It was a memorable day that supported their RE studies and broadened their cultural awareness.



Year 4: Mountains and Beyond

This term, Year 4 worked hard to explore the fascinating topic of mountains. They began by learning what a mountain is and then zoomed across the globe to see the peaks of famous ranges such as Everest and the Rockies. Pupils were amazed by the scale and beauty of these natural wonders.



Next, they investigated how mountains are formed. Through studying tectonic plates and the shifting crust of the Earth, pupils discovered the processes that create these towering landscapes. They then turned their attention to maps, learning how to identify mountains on a 2-D map and understanding the purpose of contour lines. To deepen this learning, pupils recreated mountains out of cardboard, showing how contours represent height and shape.

Finally, pupils explored life in the mountains. They watched clips from *Planet Earth* featuring the elusive snow leopard and discussed how animals adapt to survive in harsh environments. Pupils also considered the impact of tourism and human activity on mountain ecosystems and reflected on what can be done to protect these fragile habitats. This topic not only developed their geographical knowledge but also encouraged them to think about sustainability and conservation.

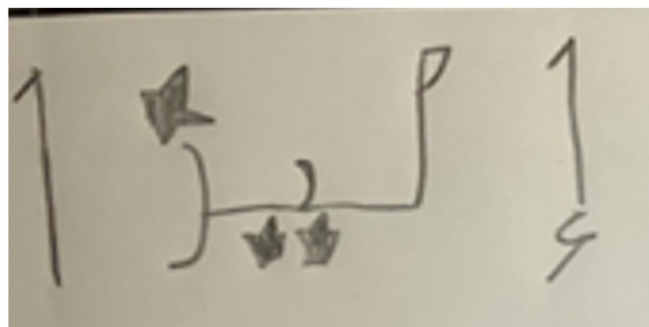


Year 5: Exploring the Islamic Civilisation

Year 5 historians spent this term diving into the fascinating world of the Islamic civilisation. They explored how this civilisation began, flourished, and left a lasting impact on the world, uncovering its achievements in knowledge, trade, and culture.



One of the highlights was creating a timeline of Baghdad. Pupils traced its rise as a centre of learning, trade, and culture, discovering why it became one of the most influential cities in history. They then compared the Islamic civilisation with the Roman Empire, discussing how both empires began, expanded, and maintained their power. Pupils identified the strengths of each empire—for example, the Romans' military organisation and engineering, and the Islamic civilisation's advances in science, medicine, and art. These comparisons encouraged critical thinking about what makes a civilisation strong and enduring.



Pupils learned how this highly valued form of artistic expression was used to decorate manuscripts, buildings, and everyday objects, avoiding human forms in favour of intricate patterns and script. They discovered that being a scribe was a lifelong career, requiring years of practice to master the art. Using their new knowledge, pupils had the chance to write their names in Arabic calligraphy, experiencing first-hand the beauty and precision of this craft.



Key Learning

- Civilisations can be powerful in different ways—through armies, ideas, or trade.
- Baghdad was not just a city, but a hub of innovation that influenced the world far beyond its borders.
- Calligraphy shows how art and culture can be as important to a civilisation's legacy as its politics or military.
- By comparing civilisations, pupils learned that history is about connections as well as events.

Year 6: Art: Terracotta Army

It has been another fantastic half term in Year 6, filled with hard work, determination and a real sense of pride in everything the children have achieved. Pupils have shown great dedication to their learning, approaching new challenges with enthusiasm and resilience, and it has been wonderful to see their confidence continue to grow. We are incredibly proud of their efforts and can't wait to see this continue after the holiday!



The art unit this half term, focused on the Terracotta Army of ancient China. Pupils began by researching the history and significance of the army, discovering why it was created and what it tells us about life in ancient China. They explored the different roles of the warriors, noticing variations in armour, facial expressions and poses, and discussed how these details made each figure unique. This research helped pupils to understand how artists use detail and symbolism to tell a story through sculpture.

Before working with clay, pupils carefully planned their own Terracotta Army-inspired sculptures. They sketched their designs and considered proportion, thinking about the relationship between the head, body, arms, and legs to ensure their figures were balanced and realistic. Pupils also made decisions about posture and stance, learning how these choices can suggest strength, movement, or authority. This stage encouraged thoughtful problem-solving and highlighted the importance of planning in the artistic process.



The next step was to bring their designs to life using clay. Pupils applied a range of techniques such as rolling, shaping, joining, and smoothing. They worked patiently and with great focus, adapting their plans when needed and learning from challenges along the way. Particular attention was paid to adding texture and fine details, including armour, clothing, and facial features. The resilience and pride shown throughout this process were impressive, and the finished sculptures reflected the care and effort pupils invested in their work.



In the final week of the half term, pupils painted their sculptures, selecting colours and finishes that reflected their research and design choices. They also evaluated their work, reflecting on what went well and what they would improve if given the opportunity to create their sculpture again. This final stage consolidated their learning and celebrated the creativity and skill they developed throughout the project.



Nonfiction November: Celebrating Facts and Curiosity

This half term began with Nonfiction November—a month dedicated to inspiring pupils' love of non-fiction reading and encouraging them to explore the fascinating facts and ideas that shape our world. To make this special, the school added a wide range of brand-new books to the library collection, covering topics such as STEM, music, inspirational people, science, geography, and the great outdoors.

Reading assemblies for KS1 and KS2 helped pupils understand what “non-fiction” means and why these books are so valuable. They explored a variety of examples and discussed how factual texts can spark curiosity and deepen knowledge. In class, pupils spent their reading-for-pleasure sessions diving into different non-fiction books, sharing what they discovered, and writing book reviews to post in the special red library post box. Regular trips to the library kept the excitement alive and encouraged pupils to explore new topics.

Nonfiction November was a fantastic way to celebrate the joy of learning through real-world stories and facts. Pupils not only broadened their knowledge but also developed confidence in choosing and enjoying non-fiction texts—a skill that will support them throughout their learning journey.

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|---|--|
| Book Title: <u>Simple Electricity</u> | Write down some interesting facts you learnt: |
| Author: <u>Dr Brian Knapp</u> | Almost everything that works in a home or school runs on batteries or uses main supplies. |
| Fiction or Non-fiction: <u>Non-Fiction</u> | For example: Bridge/greener, ceiling lights, computers, dog's fan and room heaters. There's more! |
| What is the book about? | Rating: ★★★★★ |
| It is about electricity and the daily uses of electricity or how you can use electricity. It's very useful in a human's life. If you don't have electricity in your whole online life, most of the things you need and use probably won't work. | Who would you recommend the book to? Why? |
| Draw something you learnt about from this book: | I would recommend this book to a person who loves electricity, people who love science or people who don't know how to use electricity. I suggest this because people who don't know some common facts can use this. These facts are very interesting for people who want more facts about science or electricity. |



Mrs Mason is currently reading...



The Good Guys introduces us to 50 heroes who have showed that changing the world doesn't require a sword or a corporate jet. Readers will find stories of extraordinary men including **Muhammad Ali, Professor Green, Patrick Stewart and Lionel Messi**, as well as unsung heroes such as James Harrison, who has spent fifty years donating his rare blood to save millions of babies.

There's even a section celebrating ten boys who didn't let their young age stop them from helping others, such as Matthew Kaplan, who responded to his brother's bullies by setting up an anti-bullying programme for schools.

Other recommendations for Non-Fiction November:



Enrichment at Springfield: Opportunities Beyond the Classroom



At Springfield, staff remained passionate about giving pupils opportunities that extend beyond the classroom. This half term offered a wide range of enrichment clubs and activities, alongside exciting events that helped pupils develop new skills and interests.

Pupils proudly represented the school at two Sports Festivals. A team from Year 3 and Year 4 took part in a Dodgeball Tournament at Wheeler's Lane Technology College, competing against several local schools. The team worked brilliantly together, ensuring everyone was included and showing patience when waiting for their turn on the court. Their teamwork and sportsmanship were outstanding—well done to all involved!

Another group of pupils from KS2 attended an Inclusive Sports Festival at Bishop Challoner School. They enthusiastically tried a variety of activities, including sitting volleyball, tchoukball, boccia, archery, and snowball dodgeball. These experiences encouraged pupils to develop confidence, resilience, and a love for physical activity.

Enrichment Clubs

Lunchtime and after-school enrichment clubs continued to thrive this half term. Pupils enjoyed taking part in a wide range of activities, including Arts and Crafts, Choir, Board Games, Construction, Computing, Multi-Sports, Cooking, and Boxing. These clubs provided opportunities for pupils to explore their interests, build friendships, and develop new skills in a fun and supportive environment.



Even More Fantastic Opportunities!

During October half term, the Festival of Sparkhill took place at the Springfield Project. Seven Springfield pupils contributed beautifully written poems entitled 'Sparkhill – Past, Present and Future', which were displayed throughout the festival. These poems are now proudly exhibited at Birmingham Museum and Art Gallery in Birmingham City Centre—a wonderful achievement that celebrates creativity and community spirit. Pupils had a fantastic time and were a credit to the school.

Music at Springfield: Rocksteady and Woodwind

Each week, Rocksteady Music School joined Springfield to deliver exciting music lessons. Pupils became part of a band and had the opportunity to play a range of instruments, including guitars, drums, and keyboards. These sessions helped pupils develop rhythm, teamwork, and confidence as they



performed together.

In addition to this, Birmingham Music Service continue to visit every Monday to teach Year 4 and individual pupils woodwind instruments, including the clarinet and flute. The progress made by our woodwind players has been impressive, and their growing confidence and musical ability have been a real highlight of the term. We are incredibly proud of their achievements and look forward to hearing more wonderful performances in the future.

Eco Committee: Cut Your Carbon Campaign

This November, the Eco Committee led the way with their inspiring Cut Your Carbon challenge. They delivered an engaging and energetic assembly to their peers, highlighting the importance of reducing our carbon footprint. With practical tips and motivating messages, they reminded everyone that small, everyday changes can make a big difference for our planet. From switching off unused lights to choosing greener ways to travel, the committee encouraged pupils to think carefully about how their actions impact the environment. Their enthusiasm and positivity motivated others to get involved, making sustainability feel both achievable and exciting.



Tree Planting with Birmingham Tree People



Springfield Primary pupils also partnered with Birmingham Tree People for an exciting new project to make our community greener. Birmingham Tree People plant and establish new trees across the city, advocate for all trees in Birmingham, and work directly with communities to promote greater tree equity.

Alongside the Eco Committee, they began planning which trees would be planted in the local area. After a walk to scout the best planting spots, the team developed a clear vision for a greener community. They carefully considered which trees would thrive locally and offer the greatest benefits for wildlife, shade, and cleaner air. The walk was a fantastic opportunity to imagine how these trees could transform the neighbourhood, sparking lots of ideas for the future.



School Council—Autumn 2

This half term was incredibly busy and rewarding for the School Council. Councillors embraced a variety of leadership opportunities, working hard to make a positive impact across the school community. From promoting kindness to supporting global and local initiatives, they demonstrated real commitment to their roles.

It's Cool to Be Kind

During Anti-Bullying Week, the School Council launched the initiative "It's Cool to Be Kind." Councillors looked out for pupils and adults around school who were showing acts of kindness and rewarded them with special notes to say thank you. They also introduced a Kindness Corner in the playground, where pupils could talk to councillors about any concerns or simply share something positive. This space proved to be a great way to encourage open conversations and build a caring school environment.



Book Nook Friday

To help build friendships across year groups, the council introduced "Book Nook Friday." Every other Friday, councillors paired up with a pupil from another year group to read together and have a chat. This initiative created a lovely opportunity to foster connections and strengthen the sense of community across the school.



Global Environmental Action

Councillors also had the incredible opportunity to attend an online COP30 meeting with world leaders in Brazil. They learned about global efforts to protect the environment and discussed what Springfield can do to make a difference. Their enthusiasm for sustainability was inspiring, and they have already begun brainstorming ideas to reduce the school's environmental impact.



Remembrance Day

Finally, the School Council played an important role in the school's Remembrance Day commemorations. Councillors respectfully placed a wreath during the two minutes of silence, helping the whole school reflect and remember those who have served.





E-Safety Reminders—Online Safety and Screen Time Guidance

Over the holidays, it was more important than ever for parents to know what pupils were accessing online and who they were talking to, especially as many wanted to keep in touch with classmates and friends from school. Families were strongly encouraged to sit near or with their child when they used any device, to support, guide, and monitor what they were accessing. The best way to help pupils was to create an open and positive environment when it came to screen time and online engagement.

Top Links

Get online safety advice by age, apps and activity | [Internet Matters](#)
Parental controls and privacy settings guides | [Internet Matters](#)

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|---|---|
| EdShed - Educational products for spelling, phonics, literacy and maths | Spelling homework is set by your child's teacher on EdShed. They will need to write our school name first before their personal login. Children learn by playing bee themed spelling games. |
| School login - MyMaths | Maths homework is set by your child's teacher on MyMaths. There are two logins required, one is a school login and the second is a student login. |
| Times Tables Rock Stars: Play | TimesTable RockStars is designed to help your children practice their times tables. A 5 minute session everyday is perfect to build up those key skills. |

Recently, conversations with parents highlighted concerns about screen time and the issues it can cause. The NHS recommends no more than two hours a day on screens, as overuse has been linked to eye strain, anxiety, and difficulty falling asleep. However, in today's digital world, pupils are naturally drawn to devices and want to spend more time online. While screen time can have great benefits—such as developing understanding of the world and sparking curiosity—it is important to strike a healthy balance.

Top Tips for Managing Screen Time

- ⇒ Visit internetmatters.org for tailored advice and guidance for KS1 and KS2 pupils.
- ⇒ Recognise signs of too much screen time: prioritising devices over other activities, passive use (endless scrolling or watching shorts), trouble focusing, and increased anxiety when away from devices.
- ⇒ Use built-in app timers to block apps after a set amount of use.
- ⇒ Set clear boundaries: agree rules with your child about where and when devices can be used.
- ⇒ Encourage a mix of healthy screen activity: choose educational or creative apps rather than passive viewing on YouTube.
- ⇒ Keep devices out of bedrooms and turn them off at least an hour before bed.

Further guidance is available online, and the school will host its annual E-safety Parent Workshop in the Spring Term.

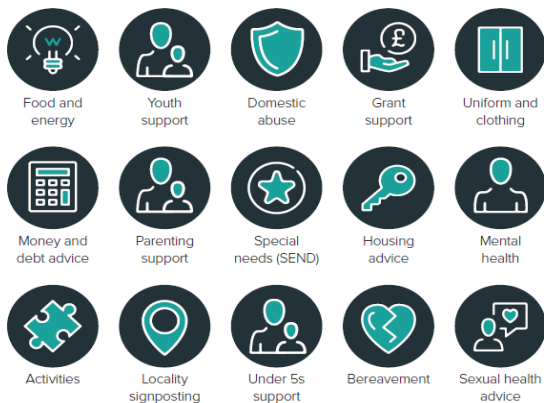


Early Help

Please book an appointment with our Pastoral Manager Miss Halima for support with:'

A huge well done to Haseena Sameem in 5 Zephaniah, who won our 10 Word Challenge for Anti-Bullying Week! As part

Get **free and confidential** help with:



We can work with education, health and community partners to support the whole family. Ask your school, health visitor, children's centre, GP, community or faith centre to complete a Family Connect Form.



GreenSquareAccord's **Hall Green and Selly Oak Families Early Help** team is part of Birmingham Children and Young People's Partnership.

For more information, please search 'Birmingham Children and Young People's Partnership' at birmingham.gov.uk



Anti-Bullying Week: 10 Word Challenge Winner

of the week's activities, pupils were encouraged to think about how small actions can make a big difference in standing up for others. Haseena's message stood out for its clear reminder that being supportive and speaking up can help create a kinder school community.

Congratulations to Haseena and thank you to everyone who took part!

Bring it on Brum! is back for Winter 2025!

Exciting programme of FREE holiday clubs for children and young people aged 4-16 eligible for benefits-related free school meals

These clubs are available throughout the Winter holidays, from Monday 22 December to Friday 2 January 2026 (excluding weekends and Bank Holidays), and are open to those eligible for benefits-related free school meals. Bookings will open on Monday 1 December 2025 via the Bring it on Brum! website at www.bringitonbrum.co.uk.

Attendance Matters—Spotlight on Persistent Absence

If your child takes too much time off school they will become categorised as PA or persistently absent. (Attendance below 90% = persistent absence). Missing school will make your child fall behind in lessons and will impact on their academic progress and achievement. Don't allow your child to become a PA student. This table shows how many days missed each half-term will make your child a PA student:

How Many days will make your child a persistent absence Pupil?

- ◆ Half-term 1 3 ½ days off school from September until October half-term holiday will make your child a PA student.
- ◆ Half-term 1-2 7 days off school from September until the Christmas holiday will make your child a PA student.
- ◆ Half term 1-3 10 days of absence from September until February half-term will make your child a PA student.
- ◆ Half term 1-4 Half-term 1-3 12 ½ days of absence from September until the Easter holidays will make your child a PA student.
- ◆ Half-term 1-5 15 ½ days of absence from September until May half-term will make your child a PA student.
- ◆ Half-term 1-6 19 days of absence for the full academic year (September to end of summer term in July) will make your child a PA student.

How will our school tackle persistent absence?

If your child's attendance has dropped below 90%, school will make contact to raise concern and offer support. An attendance concern letter will be sent to parents and school will actively consider no longer approving absence unless medical evidence is submitted. School will also access support from the Education Welfare Service. After this point, if absences continue or improvement in attendance is not sustained, a referral could be made for a penalty notice.

If the local authority decide that the case meets the criteria to be submitted to the Magistrates Court for prosecution under Section 444(1) of The Education Act 1996 for the offence of failing to secure a child's regular attendance at school, a court hearing would be the next step.

ParentPay: Debt

We have many children with outstanding dinner money debts. Please log in to your ParentPay account and clear any outstanding balance as soon as possible.

If you are having trouble paying, or you need help logging in to your account, please speak to a member of the school office who will be able to assist.

Children in Reception, Year 1 and Year 2 are eligible for free school meals, but parents/carers will still need to log in to pay for any upcoming educational visits.

Winter Fun Day



Winter Fun Day
& CHILDREN'S AFTERNOON TEA PARTY
TUESDAY 30TH DECEMBER 2025

AFTERNOON TEA PARTY
1PM TO 3PM
 INCLUDES AFTERNOON TEA, GOODY BAG, EXCLUSIVE ACCESS TO OUR SHOW, * GAMES AND MEET & GREET. **BOOK TICKETS NOW!**

£10 PER CHILD

WINTER FUN DAY 12PM TO 5PM
 MEET OMAR & HANA, BOUNCY CASTLE, ENTERTAINMENT, FACE PAINTING, STALLS AND MUCH MORE

KIDS DRESS UP IN YOUR FAVOURITE CHARACTERS & WIN PRIZES

FREE ENTRY

RAISING FUNDS FOR CHILDREN IN PALESTINE
100% DONATION POLICY

VENUE: ST JOHN'S CHURCH
 STRATFORD ROAD, BIRMINGHAM B11 4RG

DM 07825799324 / 07772257283
 FOR DONATIONS/STALLS/VOLUNTEERING OR MORE INFO.

DATES FOR YOUR DIARY

| | |
|----------|--|
| 19.12.25 | Break up for Half Term—1pm Finish |
| 05.01.26 | Teacher Training Day |
| 06.01.26 | Teacher Training Day |
| 07.01.26 | Start of Spring 1 —All pupils return to school |
| 07.01.26 | Year 4 Anglo Saxon Workshop |
| 13.01.26 | EYFS—Little Dots Play Village |
| 13.01.26 | Year 6—Dudley Zoo |
| 15.01.26 | Mexican Themed Lunch |
| 09.02.26 | Year 3—Symphony Hall |
| 13.02.26 | Year 2—Dudley Zoo |
| 13.02.26 | Chinese New Year Themed Lunch |
| 13.02.26 | Break Up for Half Term |
| 23.02.26 | Start of Spring 2—All pupils return to school |

School Uniform/ PE Kit Reminder

To help maintain a sense of pride and belonging, we ask that all pupils follow our school uniform guidelines:

Boys

- Green school jumper
- White shirt or polo shirt
- Grey or black trouser
- Black school shoes

Girls

- Green school jumper
- White shirt or polo shirt
- Grey or black trousers, skirt, or pinafore
- Black School shoes

PE Kit (all pupils)

- Black joggers
- White t-shirt
- Black trainers
- A school jumper must be worn to school on PE days and can be removed during the PE lesson

Please note: Pupils should only wear their PE kit to school on the days they have PE.