



Springfield Primary Academy Newsletter



Spring Half Term 1 - 2025/2026

13th February 2026

Message from the Headteacher

Dear Parents and Carers,

It has been a wonderfully busy and enriching half term at Springfield Primary Academy. Across the school, pupils have embraced every opportunity with enthusiasm, curiosity and a real commitment to their learning. From our Early Years pupils exploring the world of everyday superheroes and community helpers, to our older pupils delving into ambitious topics such as explorers, the Anglo-Saxons and the human life cycle, it has been a half term filled with creativity, discovery and impressive progress.

We have also celebrated several whole-school highlights. Our "10 Before You Leave" Reading Challenge continues to inspire pupils to broaden their reading choices, and it has been fantastic to see so many pupils engaging proudly with their Reading Passports. Our enrichment provision has flourished too, with pupils taking part in cricket festivals, after-school clubs, music sessions and a wide variety of sporting and creative activities.

Our Eco Council and School Council have shown exceptional leadership this half term, promoting sustainability, championing Book Nook Friday, and leading important initiatives such as our Veganuary assembly. Their dedication, teamwork and maturity have been a credit to the school.

I would also like to thank our community for the tremendous generosity shown during our fundraising events. From Harvest to Children in Need to the Winter Disco, your support has made it possible to provide even more enriching experiences for our pupils.

Uniform and Jewellery Reminder

As we move into the next half term, I would like to remind families of our expectations around school uniform. We ask that all pupils come to school wearing the correct Springfield uniform each day, helping them to feel part of our school community and ready to learn.

In line with our uniform policy, pupils must not wear jewellery to school. For health and safety reasons, the only permitted earrings are small, plain studs. No hoops, dangly earrings or other jewellery should be worn. Thank you for your support in keeping our pupils safe and upholding our school standards.

As we look ahead, I would also like to take a moment to wish all parents, carers, pupils and staff who will soon be observing the holy month of Ramadan a peaceful and blessed month. Ramadan Mubarak to you and your families.

Thank you, as always, for your continued support. I hope you enjoy reading about the many achievements and experiences that have made Spring 1 such a memorable half term at Springfield.

Wishing you all a restful and enjoyable break.

Mr. Ahmad
Headteacher



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Acorn & Oak Pupils: People Who Help Us

This half term, our topic has been People Who Help Us, and the pupils have thoroughly enjoyed exploring the many important roles within our community. From doctors and nurses to firefighters and postal workers, they learned how these helpers keep us safe, healthy and supported in our everyday lives. Through sensory play, role-play experiences, stories and hands-on exploration, pupils began to develop a deeper understanding of the world around them and the people who work hard to look after us.



Acorn & Oak Pupils: Maths and Literacy

Maths

Acorn Room

In Acorn Room, pupils developed early number skills through a range of playful and practical activities. They explored counting using sensory trays, joined in with messy maths songs, and practised early problem-solving by knocking down towers and building them back up again using blocks and natural materials. These rich experiences supported their confidence in counting, turn-taking, noticing quantities and making simple comparisons.

Oak Room

In Oak Room, pupils continued with their daily maths meetings, becoming increasingly confident with routines such as counting, recognising small quantities (subitising), exploring simple patterns, naming days of the week and using positional language in everyday play. Their growing independence, curiosity and willingness to have a go has been a real highlight this half term.

Literacy

Acorn Room

Pupils in Acorn Room loved engaging with the sensory story People Who Help Us. Using sounds, textures, props and movement, they brought the story to life and developed important early literacy skills, including listening, communication and a growing enjoyment of books. These sessions also encouraged pupils to make connections between what they see in stories and the real world around them.

Oak Room

In Oak Room, pupils explored a wide range of fiction and non-fiction texts linked to our theme. Through these stories, they learned new vocabulary, asked thoughtful questions and shared their own experiences of community helpers. Pupils continued working on their phonics, practised letter formation and began constructing simple sentences to express their ideas. It has been wonderful to see their confidence grow as emerging readers and writers.

Acorn and Oak Pupils: Community Helpers



During this half term, pupils across our enhanced provision setting have been learning about the many different helpers in our community, including doctors, nurses, dentists, police officers, firefighters and postal workers. They have enjoyed exploring how these important people support us and help keep our communities safe, healthy and connected.



In Acorn Room, pupils explored the topic through a range of exciting hands-on experiences including role play, small world play and water play. They investigated equipment linked

to different helping roles and took part in sensory sessions using props, sounds and textures to bring learning to life. These activities supported early communication, engagement and curiosity, helping pupils develop an early understanding of the world of work around them.

In Oak Room, pupils explored the theme in greater depth. They read a variety of books about community helpers, explored real and play equipment, and took part in role play activities to deepen their understanding of what different

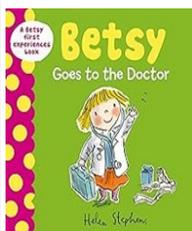


helpers do. A highlight of the half term was meeting a firefighter, who talked to the pupils about fire engines, safety equipment and how the fire service keeps people safe. This sparked wider conversations about the many different roles that contribute to a safe and well-supported community—from medical professionals and emergency services to postal workers and those who care for our environment. Pupils reflected on how each helper plays an important part in our everyday lives.

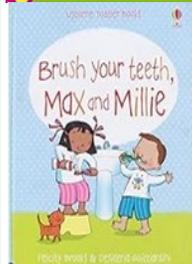


Pupils in Oak Room also continued to enjoy their weekly Forest School sessions, where they developed teamwork, resilience and a love for the outdoors while exploring nature together.

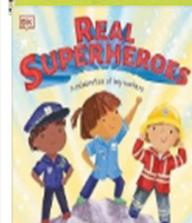
Nursery: 'Who Helps Me'



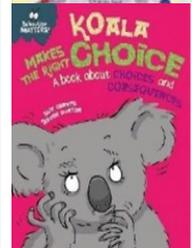
This half term, the Nursery pupils have been exploring the theme 'Who Helps Me?', learning about the many different people who support them in their everyday lives. They found out about doctors, vets, dentists, police officers and other community helpers, and enjoyed discussing how each of these roles contributes to keeping people safe, healthy and cared for.



The pupils shared a range of engaging stories linked to the theme, which helped them make meaningful connections between fictional characters and real-life community helpers. These books also supported their developing language skills and encouraged them to talk about their own experiences.



A highlight for the Nursery pupils was taking part in a lively roleplay workshop, where they had the chance to explore a variety of jobs such as post office worker, nail technician, florist and builder. They demonstrated curiosity and enthusiasm throughout the workshop and showed excellent personal and social skills, including turn-taking, cooperation and respect for the resources.



Nursery: Fine Motor and Pencil Control



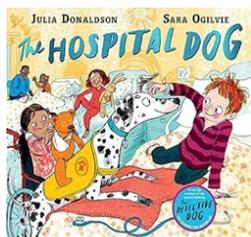
Alongside their topic learning, the pupils have been working hard to develop their fine motor and pencil control skills, drawing pictures with increasing detail and confidence. They

are becoming more secure in following Nursery routines, listening carefully to their teachers and building positive relationships with their peers. Their speech and language skills continue to develop well, and they are now familiar with a wide range of simple stories and songs.

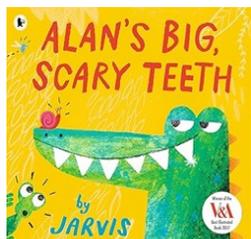
In maths, the pupils have been exploring shapes and patterns and practising how to show 1, 2 and 3 on their fingers. These early number experiences are helping them build strong foundations for future mathematical understanding.



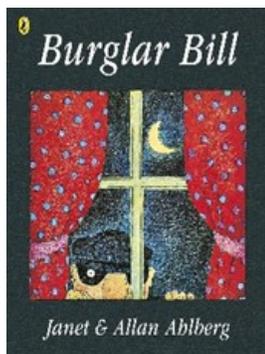
Reception: 'Everyday Superheroes'



This half term, the Reception pupils have been exploring the theme 'Everyday Superheroes', learning about the many people who help us in our day to day lives. They found out about a range of community helpers including firefighters, vets, teachers and police officers, and enjoyed discussing how each of these roles contributes to keeping us safe, healthy and supported.



To deepen their understanding, the pupils shared a selection of fantastic stories linked to the theme, which helped them build vocabulary, make connections to real-life experiences and talk about the important work these everyday superheroes do.



Reception pupils also took part in an exciting roleplay workshop where they had the opportunity to explore a variety of jobs such as post office worker, nail technician, florist and builder.

They fully immersed themselves in each role, using real and play equipment to investigate the different tasks people carry out in their jobs. Staff were extremely proud of the way pupils demonstrated excellent personal and social skills, showing cooperation, turn-taking and great respect for the resources throughout the workshop.



Reception: Phonics

What do you see? How do you see it?



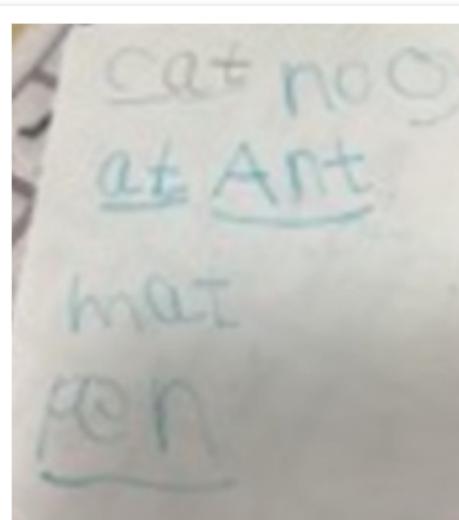
I can see ...

Reception pupils have also been working hard on their phonics, and many of them are now beginning to read simple words such as *red* and *hat*. In writing, they have been developing their transcription and

composition skills, as well as focusing on correct sitting posture and accurate letter formation. They are becoming increasingly competent, confident and skilled early writers.

In maths, the pupils have made strong progress in their subitising skills and deepened their understanding of the composition of numbers to 5. This secure foundation is helping them grow in confidence and build a deeper understanding of number.

Parents and carers are encouraged to continue supporting their child's learning at home by reading together every day for at least 10 minutes, encouraging pupils to write their first name and surname correctly, and



practising simple words. Families can also help by supporting pupils to recognise numbers in the environment, count forwards and backwards to 10, and say what is one more or one less than any number to 10.

Year 1 Learn about Everyday Materials

This half term, the Year 1 pupils have been developing their scientific understanding by exploring a range of natural and man-made materials. They have been learning to identify and name different materials, sorting them into groups based on their properties and discussing the similarities and differences they observe.

As part of their enquiry work, pupils have been investigating absorbent and waterproof materials. They have learned how scientists test fabrics for different uses and why certain materials are chosen for everyday items such as umbrellas, raincoats and kitchen cloths. Through hands-on investigations, the pupils have explored how different materials behave when they come into contact with water, made predictions, carried out simple tests and talked about what they discovered.

These practical activities have helped pupils develop their observation and reasoning skills, use scientific vocabulary more confidently and begin to understand how science helps us make informed choices in the real world. They have shown great enthusiasm for exploring materials and have enjoyed discussing how designers and scientists work together to create products that meet specific needs.

Everyday Materials

Key Questions

Where do materials come from?

Which materials are absorbent?

Which materials are waterproof?

paper	wood	plastic	glass	metal

Key Facts

Material is what everything that you can touch is made of. Even material that is too small to touch, is called material. We use materials to make things.

Most of the materials we use every day can be recycled and made into new items.

Natural materials, such as wool and wood, come from living things or the ground.

Man-made materials have been made by people. The raw materials must be changed before we can use them to make new materials.

An object is a thing made from different materials e.g. table, cup, book or jumper.

A material is what the object is made from e.g. a table is made from wood.

Wood is a strong material.

Year 2: Geography—Wonderful World

In Geography, the Year 2 pupils have been learning about the continents and oceans of the world, developing a secure understanding of how the Earth is organised. They can confidently identify all seven continents and have enjoyed discovering more about the five oceans, including their locations and characteristics.

Using a torch and an inflatable globe, the pupils explored why climates tend to be warmer around the Equator and colder at the Poles. This practical demonstration helped them understand how sunlight reaches different parts of the Earth and why temperature and climate vary across the globe.

The pupils also researched the population of each continent, comparing which areas of the world have high numbers of people living there and which have low or even no permanent population. They discussed reasons for these differences, including climate, resources, landscape and accessibility, and enjoyed sharing surprising facts about the world's most and least populated places.

To build on this learning, Year 2 investigated different ways of travelling between continents, comparing how people might journey by plane, boat or other methods. They considered speed, distance and sustainability, beginning to think about how our travel choices impact the environment.

The pupils have shown great curiosity, enthusiasm and thoughtful questioning throughout this unit, developing both their geographical knowledge and their understanding of our world.



Geography: Wonderful World

Vocabulary	
Continent	A continent is a large area of land, usually divided up into many different countries.
Ocean	Oceans are the enormous bodies of salt water that cover most of the Earth's surface.
Population	Population means the total number of people who live in a specific place.
Equator	The Equator is an imaginary line around the Earth, halfway between the North and South Poles.
Climate	Climate means the average weather conditions in an area over a long period of time.
Locate	To locate means to find the place or position of something.

A compass

Key Questions

How many continents are there? 7 ✓

How many oceans are there? 5 ✓

Do different parts of the planet have different climates? _____

Which continent has the highest population? _____

Year 3: Art—Surrealism

Year 3 have been diving into the imaginative world of Giuseppe Arcimboldo, the Renaissance artist famous for creating portraits made entirely from

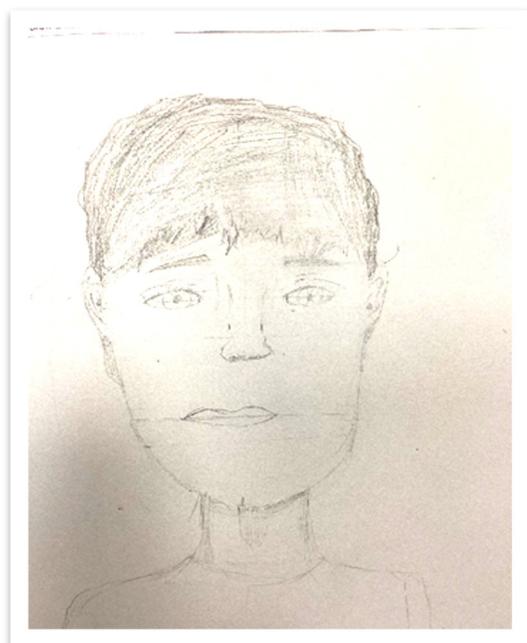


vegetables, flowers and other natural objects. The pupils began by learning about Arcimboldo's life and exploring a selection of his artworks, discussing how he used everyday items to build expressive—and often humorous—faces that continue to fascinate people today.

The pupils have been developing a range of artistic skills in preparation for creating their own Arcimboldo-inspired portraits. They have spent time sketching fruits and vegetables from observation, paying close attention to shape, texture and fine detail. Alongside this, they have also been practising how to draw a proportioned human face, helping them understand how their chosen foods will eventually form the features in their final designs.

In addition to sketching, the pupils have been experimenting with oil pastels, exploring techniques such as layering, shading and blending to create depth and realism. These sessions have supported pupils in developing their control of colour, tone and texture, enabling them to create the illusion of three-dimensional form. This new knowledge and confidence will play an important role as they move towards completing their final Arcimboldo-inspired masterpieces.

The pupils have shown great creativity, enthusiasm and focus throughout the unit, and staff are excited to see how their final portraits reflect both their developing art skills and their imaginative ideas.



Year 4 - Chinese New Year Workshop



Year 4 have enjoyed a vibrant and enriching half term, filled with hands-on learning and memorable cultural experiences. The pupils began the term by taking part in a wonderful Chinese New Year workshop, which helped them deepen their understanding of the celebration

and prepare confidently for their upcoming assembly.

They listened to the story of The Great Race, learning how each of the twelve zodiac animals earned its place in the Chinese calendar. The tale captured their imaginations and supported their understanding of the traditions behind the festival.

Pupils then made their own red packets, decorating them with bright colours and patterns while discovering why these envelopes are given as symbols of good luck and kindness.

One of the highlights of the session was learning a lively lion dance. The pupils worked together to master the movements, rhythm and teamwork required to bring the dance to life.

The workshop was full of excitement, creativity and cultural learning, and the pupils are now looking forward to sharing what they have learned during their assembly.



Year 4 - Anglo Saxons Attack

Alongside this, Year 4 have been exploring their History topic: The Anglo-Saxons. They began with a fantastic workshop where they met a ceorl, an Anglo-Saxon farmer, who taught them about everyday life during the period. Pupils learned how important farming, craftsmanship and outdoor work were, as well as how Anglo-Saxon society was organised around loyalty to the king.

The workshop continued with the introduction of Anglo-Saxon runes, which were traditionally used for messages, inscriptions and even predicting the future. Pupils were fascinated to see runes in action and enjoyed having some of their 'futures' predicted as part of the experience.

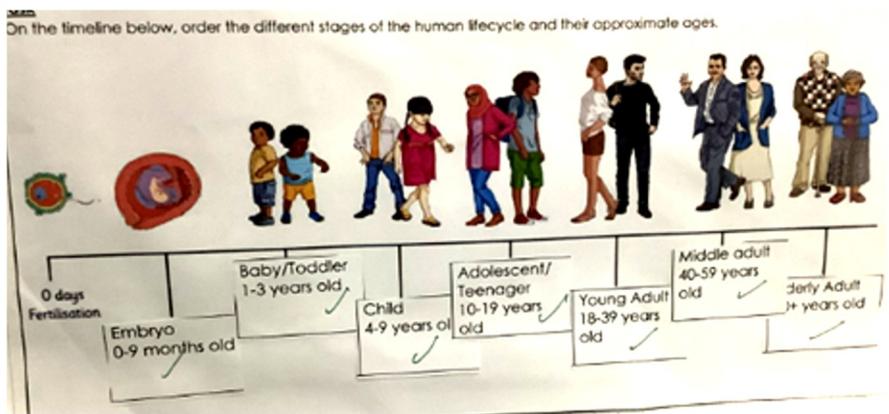
To further immerse themselves in the period, pupils took part in a dramatic retelling of Beowulf, the legendary Anglo-Saxon tale of a brave hero who defeats a terrifying monster. They thoroughly enjoyed performing sections of the story—made even more exciting because Beowulf is their new reading text for the term.

Throughout the half term, Year 4 have continued to build their understanding of Anglo-Saxon culture, art and daily life. They also had the opportunity to handle real and replica artefacts, including coins, pottery and tools from the era, helping them to make meaningful connections between their learning and the past.

The pupils have shown great enthusiasm and curiosity throughout both topics, and staff have been impressed by the depth of their questions, teamwork and engagement.



Year 5: Science—Animals Including Humans



This half term, Year 5 have begun their new Science topic: The Human Life Cycle. They started by exploring each stage of human development, from the fetal stage through childhood, adolescence, adulthood and into old age. The pupils learned about the typical ages linked to each stage and created detailed timelines to demonstrate their understanding of how humans change physically and emotionally as they grow.

This introductory work led to thoughtful, mature discussions about both the

physical and emotional changes that occur throughout life. The pupils showed great curiosity when learning about the gestation periods of different mammals and comparing these to humans. They enjoyed investigating how the size of an animal can influence the length of its gestation period and used familiar fruits and vegetables to visualise and compare the size of a developing baby at different stages.

Pupils then explored different aspects of the ageing process, researching how parts of the human body—including organs, hair and skin—change over time. They shared their findings with the class, discussing not only the natural progression of ageing but also the idea that these changes are not always positive and can affect people in different ways.

As the topic progresses, Year 5 will be consolidating their learning by creating a detailed timeline that shows how the human body develops and changes at each stage of life. To bring the unit to a meaningful and creative close, each pupil will design an exciting family holiday, planning activities suited to people at different life stages. This final task will give pupils the opportunity to apply what they have learned in a practical and imaginative way.

The pupils have shown excellent engagement, curiosity and maturity throughout this unit, and it has been wonderful to see them reflecting on how they have grown and changed since they were younger. Staff look forward to seeing how their understanding develops further in the weeks ahead.

Fun fact
Did you know there are over 100 million cells in our bodies.

As you get older your memory.

If you don't care about your skin it will be wrinkly when you get older.

All adults suffer muscle loss but if you exercise throughout your life your muscles will stay fit.

Changes in vision are normal as the lens in the eye thins making it harder to focus on clear objects.

When you get older your hair starts to change colour.

Your bones get weaker as you get older.

Our heart can't pump blood around our body when as good as before.

Year 6: History: Explorers

Year 6 have begun their new History unit on Explorers, starting with a refresher on how historians use evidence to understand the past. Pupils revisited the difference between primary and secondary sources, discussing how each type of evidence can help build a clearer picture of historical events.

Pupils also explored the idea of bias, considering how a person's perspective, purpose or opinions can influence the way events are recorded or retold. This led to some thoughtful conversations about why different accounts of the same event may not always match, and why historians must question, compare and evaluate sources carefully.

Building on this, the pupils have studied a range of explorers from different periods of history. They have learned about early explorers such as Zheng He and Leif Erikson, alongside more modern figures including Edmund Hillary and Amelia Earhart. For each explorer, pupils considered what they achieved, the challenges they faced, and the impact their journeys had both at the time and in the world today.

Throughout the unit, pupils have engaged in rich discussions and debates, thinking critically about the positive and negative consequences of exploration. They explored how explorers are remembered, and how the sources available to us — as well as the bias within them — may influence their legacy. This included reflecting on actions that might be judged differently in today's world, such as the colonisation of the Americas by Christopher Columbus. These conversations have helped pupils to develop a more balanced, nuanced and informed understanding of the past.

The Year 6 pupils have shown maturity, curiosity and strong critical thinking skills throughout this topic, and staff are impressed with the thoughtful perspectives they have brought to each lesson.

Primary Sources: something created at the time of the event or by someone who experienced it

Secondary Sources: something that explains, interprets or analyses an event and is usually written after it happened

Be Aware of Bias!

Primary: As it comes from someone who experienced the event, it may only show their point of view

Secondary: As it's written after the event, the author might include their own opinions or ideas

Bias Detective Checklist

- Who made this?
- Why did they make it?
- Are there opinions in it?
- What's missing?
- Does it match the time period?
- Does it match other sources?



Zheng He

Zheng He was born in 1371 CE and sadly passed away in 1433 CE. His religion was Islam and he was muslim, born in China.

Zheng He is often described as a skilled diplomat and a brilliant navigator.

They carried silk, porcelain and tea and returned with exotic goods.

His largest ship was usually described as floating palaces, giant wooden vessels and symbols of China's power.

He visited India, Arabia and East Africa, traded goods and spread Chinese influence.

The purpose of these voyages was to show China's wealth.

To the end of the Chinese when the China turned

SATS Style Question: Why do you think Columbus's voyages changed world history? Explain your answer using evidence from the impact of his discoveries. (3 marks)

Remember 3-mark questions should be answered using a PEE paragraph (point, evidence and explanation).

Colombus's voyages changed world history because they were very disturbing. Today many people recognise the negative impact of his voyages: they led to enslavement and suffering of indigenous peoples, the spread of diseases, and the beginning of European domination in the Americas. Christopher's voyages impacted native Americans very much, as he robbed them and brought back diseases from Spain which also sadly killed many people.

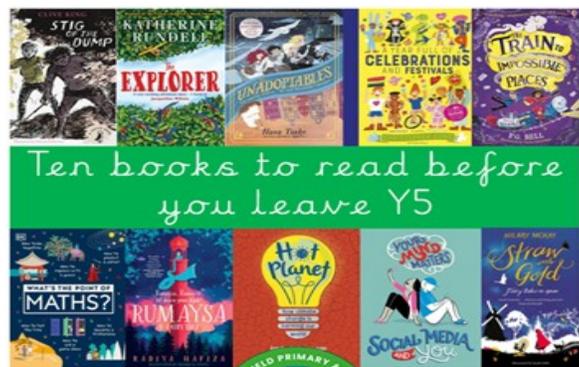


10 Before You Leave Reading Challenge



Ten books to read before you leave Y1

This half term, the school proudly launched its “10 Before You Leave” whole-school reading challenge with a special assembly delivered to each key stage. During the launch, pupils were introduced to a set of ten carefully selected, high-quality books chosen specifically for their year group. These texts have been selected to nurture a love of reading, broaden literary experiences and expose pupils to a diverse range of authors, cultures and genres.



Ten books to read before you leave Y5

Every pupil has now received their own Reading Passport, where they can record each completed book and write a short reflection on what they enjoyed or learned. The challenge encourages pupils to explore new stories, become more confident readers and, most importantly, enjoy reading for pleasure.

Pupils who successfully read all ten books by the end of the year will be invited to a special Reading Graduation, where they will receive a certificate, bookmark and badge to celebrate their achievement and commitment.

Name:



Class:

How Families Can Support at Home

Reading Passport

Encourage regular reading time at home—before bed, after school or at the weekend.

Book	Read?	Review

Talk to your child about the books they are reading: discuss characters, events, themes or favourite moments.

Share the reading by reading together or reading to your child when needed.

Remind your child to complete their Reading Passport after finishing each book.

The school hopes this challenge will spark excitement, curiosity and a genuine love of stories throughout the year. Staff are grateful for the continued support from families in helping to foster lifelong readers.

Fundraising

HARVEST Festival

Springfield Primary Academy has continued its strong tradition of community spirit, generosity and charitable giving. Pupils, families and staff have come together across a range of events to support both school initiatives and national causes, demonstrating kindness, creativity and a shared commitment to helping others.

In the autumn term, the school celebrated Harvest Festival—a time to reflect on the importance of gratitude and giving back. The pupils learned about the meaning behind the festival and took part in a variety of exciting activities, including a bake sale, pumpkin competition, non-uniform day and food drive collection.

Thanks to the generosity of the entire school community, an impressive £624.07 was raised. These funds will be used to support enrichment opportunities for pupils throughout the year. The school extends a warm thank you to everyone who contributed and helped make the event such a success.



The school also proudly supported Children in Need, a national charity that helps disadvantaged children and young people across the UK. Pupils were excited to browse and purchase the range of popular merchandise available, and they enjoyed taking part in a lively movement break led by Pudsey Bear himself. They also showcased their creativity by designing bright and colourful Pudsey masks.

Through the incredible generosity of families and staff, the school raised £478.47 for this important cause. Thank you to everyone who took part, donated and helped make the day so meaningful.



To round off the autumn term, the school hosted a fantastic Winter Disco, giving pupils the chance to celebrate their hard work and achievements in style. The hall was full of excitement as pupils visited a range of fun stalls, including face painting, mehndi and more—all set to brilliant music and a great festive atmosphere.

Thanks to the enthusiasm and support of the whole school community, the event raised a remarkable £1,114.09. A huge thank you to everyone who attended, volunteered, donated or helped in any way to make the Winter Disco such a memorable and successful event.



Enrichment Activities

At Springfield, we are committed to providing pupils with enriching opportunities that extend well beyond the classroom. This half term, pupils have taken part in a wide range of clubs, activities and events designed to broaden their experiences, develop their skills and nurture their interests.

Representing Springfield

This half term, a team of Year 3 and Year 4 pupils proudly represented Springfield at an Indoor Cricket Festival held at Moseley School, competing against a number of local schools. Pupils approached each match with enthusiasm, resilience and excellent sportsmanship. They played three games in total—winning two of them—and impressed organisers with their teamwork and determination. A special congratulations goes to Sahil, who was named Player of the Festival! Well done to the entire team. We look forward to taking part in even more tournaments next half term.

New Club!

We were delighted to welcome the Warwickshire Cricket Foundation into school this half term. They have been providing cricket lessons to Year 3 and Year 4 pupils, as well as running a popular after-school club. Pupils who attended the club have thoroughly enjoyed developing their cricket skills while also improving their teamwork, coordination and confidence.

In addition to this, pupils continued to enjoy our well-established enrichment clubs, including Boxing Club delivered by Pat Benson Boxing Academy and our multi-skills clubs provided by Aston Villa Foundation. These clubs offer pupils a fantastic opportunity to stay active, build resilience and learn the value of persistence and practice.



MAKING MUSIC!

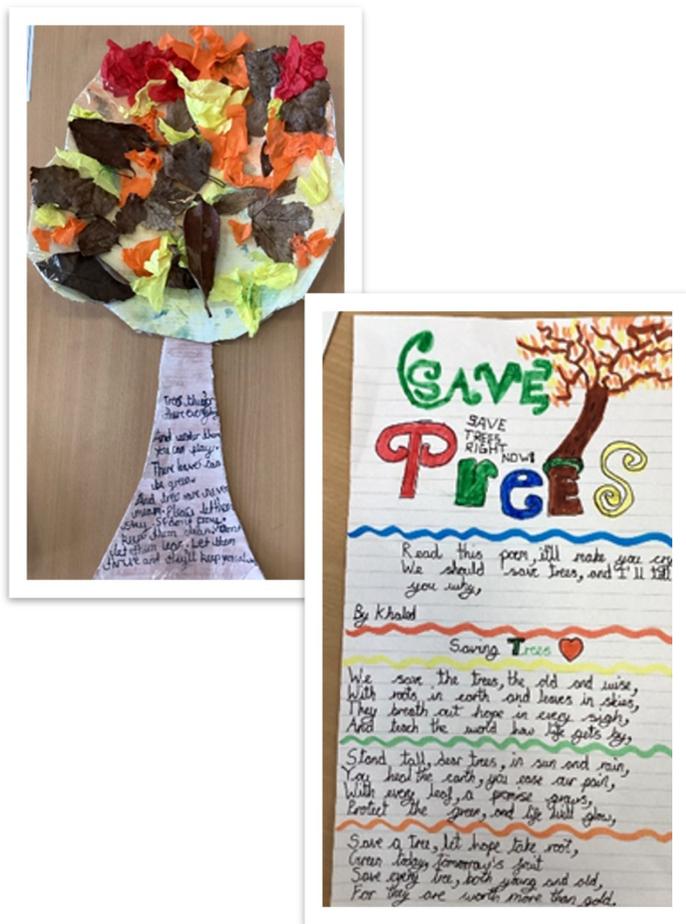
Music has also played a big part in enrichment this half term, with a number of pupils joining our Rocksteady group music lessons. Pupils have had the opportunity to become part of their own band, learning to play instruments such as the keyboard, electric guitar, bass guitar and drums. They have had a brilliant time making music together while also strengthening key skills such as memory, listening, teamwork, creativity and self-confidence. The sessions have had a noticeably positive impact on pupils' resilience and overall well-being.

Eco Council

The Eco Council have continued their fantastic work this term, carrying out their regular classroom survey checks to monitor how well each class is doing with recycling, saving energy and reducing waste. Their careful observations help the school understand where strong progress is being made and where improvements can still be developed. The pupils involved have shown real dedication and pride in their role, consistently encouraging positive habits and helping the whole school community stay focused on making environmentally responsible choices every day.

Alongside their ongoing monitoring, the Eco Council have also been preparing for the school's upcoming tree planting event in partnership with Birmingham Tree People. To build excitement and promote the importance of trees and nature, the pupils have been creating a wonderful collection of posters and poems to display around the school. These creative pieces celebrate the beauty of the natural world and remind everyone why protecting it matters.

Their enthusiasm, teamwork and leadership are helping to inspire others and set the stage for a meaningful and memorable planting day.



School Council—Spring 1

Over the course of this half term, our school councillors have settled into their roles as leaders within the school with increasing confidence. They have taken real ownership of their responsibilities, particularly in supporting safe and inclusive spaces on the playground and helping to build positive relationships across different year groups. Through listening to their peers, sharing ideas, and representing the views of others, our School Council have shown that they are thoughtful, responsible voices for the whole school community.

Book Nook Friday Continued



Following its successful launch in the autumn term, the School Councillors have continued to champion Book Nook Friday. Each week, they have spent time supporting pupils in younger year groups, helping them grow in reading confidence, enjoy stories they may not have encountered before and feel part of a warm, welcoming environment.

Alongside promoting a love of reading, councillors have also supported pupils with valuable life skills, including tying shoelaces, practicing hygienic handwashing and developing positive social skills. Their kindness and maturity have made Book Nook Friday a truly nurturing and enjoyable experience for all involved.



Veganuary Initiative and Assembly

Our School Council also led a school-wide initiative focused on Veganuary. They introduced this through an assembly delivered to children in Years 1–6. To prepare, the councillors researched what Veganuary is and learned why many people around the world choose to eat a vegan diet during the month of January. They were particularly passionate about raising awareness of environmental sustainability and animal welfare, which motivated them to share this message with the rest of the school.

Delivering the assembly required a great deal of preparation and practice. The councillors demonstrated strong leadership skills, including clear communication, confidence, and dedication, as they worked hard to learn their lines and present their learning to a wide audience.



E-Safety Reminders

This half term at Springfield Primary Academy, pupils took part in the UK Safer Internet Centre’s annual Safer Internet Day event. This year’s theme focused on the growing presence of Artificial Intelligence (AI) in our everyday lives and how it is used online. With AI becoming increasingly common—from recommendation systems to chatbots and personalised content—it is important that pupils, families and staff understand both the benefits and the potential risks associated with its use.

Throughout the half term, pupils learned more about what AI is, where they might encounter it and how to stay safe when using online tools. To support families with these discussions at home, we have included several helpful links offering guidance and age-appropriate advice.

[Top links:](#)

<https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2026/top-tips-for-parents-and-carers>

[Get online safety advice by age, apps and activity | Internet Matters](#)

[Parental controls and privacy settings guides | Internet Matters](#)

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.

[Social Media](#)

Social media plays a central role in modern life. Many adults use platforms such as Instagram, Facebook, X (formerly Twitter) and WhatsApp to communicate and share updates. Understandably, children also want to connect with others, especially through platforms that appeal to young people, such as Discord, Snapchat and TikTok.

To help keep children safe online, we strongly encourage families to follow these key steps:

- ◆ Top Tips for Staying Safe on Social Media
- ◆ Check the minimum age requirements for apps and ensure parental controls are enabled.
- ◆ Regularly monitor your child’s activity and encourage open conversations about who they are talking to and what they’re viewing.
- ◆ Teach your child how to report or block content and users on all major platforms.
- ◆ Discuss online misinformation, helping your child understand that not everything they see online is reliable or true.
- ◆ Be vigilant about the types of content these platforms can host. While the Online Safety Act introduces age-checking measures for websites hosting inappropriate content, parental oversight continues to be essential.

[Important School Update: Discontinuing the Use of X](#)

As part of our ongoing commitment to online safety and responsible digital communication, Springfield Primary Academy will no longer be using X (formerly Twitter) as a school social media platform. This decision has been made due to increasing safety and privacy concerns linked to the platform.

We will keep families updated on any new, safer platform we choose to use in the future to share school news and celebrations. In the meantime, please continue to check our existing communication channels for the latest updates.





Attendance Spotlight—Punctuality

At Springfield, each pupil's attendance and punctuality is tracked daily. Where attendance or punctuality data causes a concern, parents are informed of this by letter.

Are you having problems with:

- ◆ Getting your child to bed at night or out of bed in the morning?
- ◆ Finding uniform, school books or bags?
- ◆ Your child eating breakfast slowly?
- ◆ Your child not having done their homework?
- ◆ Your child watching too much TV or spending too much time on electronic gadgets?
- ◆ Your child getting anxious about school work or tests?
- ◆ Your child asking for a day off because of birthdays or other family events?

Have you tried?

- ◆ Establishing set times and routines for bedtime?
- ◆ Asking your child to prepare their school bag and uniform the night before?
- ◆ Establishing a set time for breakfast where the family eat together?
- ◆ Having a daily homework slot?
- ◆ Limiting TV viewing or screen time on other devices to a set period each evening and morning?
- ◆ Talking about school in a positive way and speaking to your child's Class teacher about any concerns / anxieties?

Safeguarding Spotlight—Early Help

What is Internal Early Help?

Internal Early Help is the support we provide to identify worries early, reduce risks, and strengthen a child's wellbeing before challenges escalate. It sits at the heart of our safeguarding culture — ensuring children receive the right support, at the right time, from trusted adults they already know.

Our pastoral team works closely with pupils, families, and staff to remove barriers to learning, promote emotional safety, and build strong, positive relationships.

What the Pastoral Team Can Support With:

1. Emotional Wellbeing & Mental Health—Building resilience and self-esteem

- Low mood, anxiety, or emotional dysregulation
- Worries about friendships, school, or home
- Bereavement or family changes

2. Behaviour & Self-Regulation—Positive behaviour strategies

- Support plans for behaviour
- Restorative conversations
- Social skills development
- Managing anger or frustration

3. Attendance & Punctuality—Working with external agencies if needed

- Early conversations with families
- Support with morning routines
- Monitoring patterns of absence

4. Family Support—Support during times of family stress or change

- Listening to parents' concerns
- Signposting to community services
- Help with routines, boundaries, or parenting strategies

No issue is too small. Please speak to a member of the Pastoral Team if you need help.



Rocksteady

Are you Interested in your child taking part in Rocksteady Music Lessons? We still have limited places available—Please speak to the school office for more information.

ROCK STEADY

DOES YOUR CHILD WANT TO PLAY MUSIC IN THEIR OWN BAND?

With Rocksteady, children learn to play an instrument through fun and inclusive weekly in-school rock and pop band lessons. It's the perfect way to learn new musical skills, make friends and have a great time - all at school! There's no musical experience necessary and instruments for lessons are provided. Rocksteady lessons are also shown to boost confidence, improve wellbeing and encourage teamwork!

Scan QR code to find out more!

ACTIVITIES
FEBRUARY HALF TERM

MONDAY 16TH FEBRUARY

Dr Bike : 11am - 3pm
free bike checks & basic repairs
(outside Sparkhill Pool & Fitness)

SPARKHILL PARK

children 's learn to ride
11:30am-12:30pm

adult only learn to ride
11:30am-12:30pm

family bike ride to the ackers
1:30pm-3:30pm

bring your own bike/helmet or borrow one of ours
limited spaces/bikes, first come first served
No Booking - Just turn up

Check individual events for more info
www.ecobirmingham.com/events

BUILDING GREENER COMMUNITIES
The Springfield Project

SCAN ME

DATES FOR YOUR DIARY

23.02.26	Start of Spring 2—All pupils return to school
24.02.26	5Z Swimming Lessons Begin
25.02.26	Year 3 Cadbury World Trip
04.03.26	Holi Festival
05.03.26	World Book Day
11.03.26	Reception and Yr6 Height and Weight Checks
13.03.26	Mothers Day Workshop
20.03.26	Comic Relief
25.03.26	Eid Themed Lunch
27.03.26	Break Up For Easter Holidays
13.04.26	Start of Summer 1—All pupils return to school

Aston Villa—Girls Football

Did you know Aston Villa run free girls football sessions?

Scan the QR code to find out more!

FOUNDATION Premier League **Kicks**

FREE SESSIONS ON MONDAYS

Inner City Academy
Tame Rd, Aston, B6 7DT

Girls Only

Ages 8 - 14 4:00 - 5:30pm
Ages 15 - 18 5:30 - 7:00pm

SCAN ME