



Christ Church
Primary School

Weekly News 17/04/26

Welcome to our Weekly Newsletter where you will find all the latest updates and information about school. Please scroll down to find out about some of the goings on in school this week, along with reminders of events and diary dates for the coming weeks and months.



“Preparing, Sowing, Growing”

Our Christian Value for April is **Forgiveness**.

This means always having a go and trying your best, keeping on trying when it's tricky and aiming high and having a positive attitude. Our link Bible story is The Story of the Lost Sheep (Luke 15: 3-7 New Testament)



Image Theatre visit school



Each term, we organise a whole-school visit or trip to give our children new and exciting experiences. So far this year, we have enjoyed a visit to the pantomime at Theatre Severn, explored Cound Church, and welcomed the Wonderdome into school, where every child experienced an engaging space-themed lesson. This week, we were delighted to invite Image Theatre to perform Dr Dolittle. The theatre company offers a unique experience by involving a group of children as actors within the performance, while the whole school joins in by singing along throughout the show.



Class Curriculum Grids and Home Learning

All of the learning your child will be covering in class this half term is accessible on the class pages on our website – <https://christchurchessage.co.uk/>

Our Curriculum Grids detail your child's learning for each subject and our five Curriculum Drivers.

<p>History</p> <p>In this unit pupils will learn about the experiences of people that lived in Britain during the Second World War. They will learn about the Home Front, what life was like for people who continued to live and work during the time, and for children who may have had to be sent to homes as evacuees. There will be opportunities to assess the press reports and propaganda from the time.</p> <p>Maths</p> <p>Maths Class will be collaborating with independent thinking by the recorder. Children will be exploring the notes we can play in B, A, G, C and D. Learning to read notation on a staff and representing and composing our own musical notation.</p> <p>French</p> <p>Pupils will continue to develop their knowledge of the French language and enjoy learning in a state and representing and composing our own musical notation.</p> <p>PE</p> <p>On Tuesdays children will be learning on Athletics and cooling down (Olympians) from PE Foundation.</p> <p>On Thursdays children will be learning the movements, coordination and rules for double table tennis with Ourselves (STFC).</p>	<p>Maths</p> <p>Problem 8: This unit focuses on calculating addition and subtraction of fractions with the same denominator. Children will also learn about mixed numbers for fractions greater than a whole and adding fractions of an amount. Time in this unit, the focus is to ensure children understand prior learning about halving the line using both analogue and digital formats and the use of the 12 hour clock. Children will learn about halving the line to 5 and 10 minutes and the use of an analog pen. There are lessons to explore duration and apply learning. In this unit, children will learn about parts of whole numbers represented by decimals. They will apply learning from previous units to learn about decimal halves, tenths, hundredths and quarters. They will make numbers by adding decimal numbers. This lesson all children will be taking part in short, Mastery Number lessons to develop Maths fluency and a sense of number.</p> <p>Science: Animals: Food and Digestion</p> <p>This unit enables pupils to learn about the diet of animals and the way that food is digested. They will explore physical features and adaptations, more like the human and respond, as well as human features like teeth and hair. Pupils learn about different animals, including tropical rainforests and other regions. They will then apply this knowledge to the way that people live. They will also compare places in the Amazon to the UK, looking at similarities and differences in weather, culture and daily life. Overall, they help children understand the diversity of the Amazon and how geography shapes the way people live.</p> <p>Music - Beat and Rhythmic Skills</p> <p>We will be exploring the rhythms in musical notation (Stables).</p> <p>PSHE: Citizenship</p> <p>We will learn about human rights, human rights and the way that rights are protected by the law. We will also learn about the way that rights are protected by the law. We will also learn about the way that rights are protected by the law.</p> <p>French - School Life</p> <p>In this unit, we will learn by watching videos of French children who describe their school life and the way that they learn. We will also learn about the way that they learn.</p> <p>PE: PE in our Timetable and Fitness in school which will be led by Swimming. We will also learn about the way that they learn.</p>	<p>Maths: Money</p> <p>Year 5: Money - make a whole with halves and tenths, quarters and other decimals. Money - write money using decimals, count using £ and p, compare amounts and calculate with money. Time - convert from digital to analogue time, convert to and from 24 hour.</p> <p>Year 5: Statistics - read and interpret line graphs and tables, read and interpret line graphs. Shape - classify, estimate and measure angles up to 180 degrees and angles correctly calculate angles in a pair and create a straight line regular and irregular polygons.</p> <p>20 Areas: Problem Solving and Reasoning - read and plot coordinate grid, translation with coordinate lines of symmetry and reflection.</p> <p>Science - Forces and Space: Earth and Space</p> <p>During this unit of work children will name and describe the shape of celestial bodies. We will describe the orbits of celestial bodies in the Solar System and name the bodies that keep them in their orbits. Children will describe the orbit of the Moon around the Earth and the phases. We will learn about how day and night occur and how the seasons occur.</p> <p>Compiling Creative Media: Photo editing</p> <p>Children will identify their understanding of how digital images can be changed and added, and how they can be used to create a story. They will understand the need for adding images can be used, and evaluate the effectiveness of their choice. Digital Literacy - 'Money in Our Pocket'.</p> <p>RE: What does it Mean to be a Hindu in Britain today?</p> <p>In this unit, children learn about their understanding of Hinduism and look at how they learn through learning. They will understand the need for adding images can be used, and evaluate the effectiveness of their choice. Digital Literacy - 'Money in Our Pocket'.</p>		
<p>Preparing, Sewing, Growing Britain at War</p> <p>Holly Class Years 3 and 4 First Half of Summer Term</p>	<p>The Americas</p> <p>Willow Class Years 4 and 5 First Half of Summer Term</p>	<p>Preparing, Sewing, Growing</p> <p>Holly Class Years 3 and 4 First Half of Summer Term</p>		
<p>DRIVER 1: Exploring Opportunities (Wales and Valleys)</p> <p>23rd April - Engage Theatre visit to school.</p> <p>24th April - Holly Class Forest Lunch.</p> <p>25th April - School Games Planning.</p>	<p>DRIVER 2: Outdoor Education</p> <p>We will visit the Herford Disease workshop.</p>	<p>DRIVER 3: Christian Values</p> <p>April - Perseance which means being a go-getter, your best and doing things well.</p> <p>May - Change - being brave and confident to express your own views and stand up for others.</p>	<p>DRIVER 4: Happiness and Well-being</p> <p>We will visit the Herford Disease workshop.</p>	<p>DRIVER 5: Our Place in the World</p> <p>In this unit, we will learn by watching videos of French children who describe their school life and the way that they learn. We will also learn about the way that they learn.</p>

Our Home Learning shares information about weekly home tasks, along with optional home activities.

Weekly spelling lists are here too.

<p>Home Learning</p> <p>Children have a choice of 3 tasks for each day. For each learning task, children can choose 1, 2 or 3 of all the tasks to do in their own time. We will also have a choice of 3 tasks for each day. For each learning task, children can choose 1, 2 or 3 of all the tasks to do in their own time. We will also have a choice of 3 tasks for each day. For each learning task, children can choose 1, 2 or 3 of all the tasks to do in their own time.</p>	<p>Maths Class Topics homework</p> <p>Children have a choice of 3 tasks for each day. For each learning task, children can choose 1, 2 or 3 of all the tasks to do in their own time. We will also have a choice of 3 tasks for each day. For each learning task, children can choose 1, 2 or 3 of all the tasks to do in their own time.</p>	<p>Year 5 Spelling</p> <p>We will be practicing these words in class this half term and will also have a go at home either on Spelling Sheet or by writing them out on paper. We will be practicing these words in class this half term and will also have a go at home either on Spelling Sheet or by writing them out on paper.</p>
<p>1. Topic Homework</p> <p>Children have a choice of 3 tasks for each day. For each learning task, children can choose 1, 2 or 3 of all the tasks to do in their own time. We will also have a choice of 3 tasks for each day. For each learning task, children can choose 1, 2 or 3 of all the tasks to do in their own time.</p>	<p>Writing and History link - Message a ball.</p> <p>Can you write a short message that someone from a different time has written to you? You might include who you are, what happened to your ship, what help you need, what a dream!</p>	<p>Friday 19th May 2026</p> <p>Words where 'ai' and 'ay' make the 'ai' sound. We are looking for the 'ai' sound in the middle of the word where we 'ay' in a good old 'ai'.</p>
<p>2. Reading</p> <p>It is a suggested support to children's learning and overall wellbeing that they read from a book to their parents or carers read to them as part of their evening time. This is why we can build reading into our partnership between school and home. As soon as children start to read, they can share with you or even read to you. This is why we can build reading into our partnership between school and home.</p>	<p>Geometry link - Maps</p> <p>Can you locate where Great Britain is and compare it to where you live? Can you draw a simple map showing Birmingham, the sea and the hills/mountains?</p>	<p>Friday 26th May 2026</p> <p>Words where 'oi' and 'oy' make the 'oi' sound. We are looking for the 'oi' sound in the middle of the word where we 'oy' in a good old 'oi'.</p>
<p>3. Spelling</p> <p>Your children will also have spelling each week which will be related to the sounds of the word. (See page 3). Your children will also have a go at Spelling Sheet, where they can practice their weekly spelling which will also include their spelling lists. Arrangements are in place to ensure that the weekly spelling lists are being updated. Your children will also have a go at Spelling Sheet, where they can practice their weekly spelling which will also include their spelling lists.</p>	<p>Design and Technology link - Build a lightbulb model.</p> <p>Can you use recycled materials to build a simple lightbulb?</p>	<p>Friday 2nd May 2026</p> <p>Words where 'oi' and 'oy' make the 'oi' sound. We are looking for the 'oi' sound in the middle of the word where we 'oy' in a good old 'oi'.</p>
<p>4. Maths Facts</p> <p>These are the facts your child needs to know of their progress on the way to our end of term. We will also have a go at Spelling Sheet, where they can practice their weekly spelling which will also include their spelling lists.</p>	<p>Science link - Ocean creature poster.</p> <p>Can you find out about a creature from the Ocean that you are interested in? Can you write an expression page about it?</p>	<p>Friday 7th May 2026</p> <p>Words where 'oi' and 'oy' make the 'oi' sound. We are looking for the 'oi' sound in the middle of the word where we 'oy' in a good old 'oi'.</p>

On each class page, you'll find links to knowledge organisers for every subject, helping you follow your child's learning.

Number and Place Value to 50 Knowledge Organiser

Counting in Fives

5, 10, 15, 20, 25, 30, 35, 40, 45, 50

Comparing Numbers

34 < 37

25 = 25

< is less than
= is equal to
> is more than

SPaG Knowledge Organisers

<p>Coordinating conjunctions</p> <p>A conjunction placed between words, phrases, clauses, or sentences of equal rank.</p> <p>FANBOYS for, and, but, nor, or, yet, so</p> <p>I like pizza and I like chips.</p>	<p>Subordinating conjunctions</p> <p>A conjunction that introduces a subordinate clause.</p> <p>when, because, before, while, although, until</p> <p>I don't like pizza because of the cheese.</p>	<p>Key terminology</p> <p>Command</p> <p>Starts with the imperative (bossy) verb. Get in the car.</p> <p>Exclamation</p> <p>A forceful statement which expresses high levels of emotion or excitement. Usually begins with 'how' or 'what'.</p> <p>Paragraph</p> <p>What is a lovely car you have!</p> <p>There is no set length. Verbs form and describe things that happened in the past.</p>
<p>Relative</p> <p>An adjective that refers to verbs, adjectives or other adverbs through 4 different ways.</p> <p>Time: After, next</p> <p>Reason: Because, therefore</p> <p>Manner: Carefully, mysteriously</p> <p>Place: Under, upstairs</p>	<p>Relative</p> <p>A proposition is a word that tells you where or when something is in relation to something else.</p> <p>Time: Before, since</p> <p>Location: At, against</p>	<p>Past simple tense</p> <p>Subject + Past participle of verb</p> <p>Past perfect tense</p> <p>Subject + Past participle of verb + Past participle of verb</p> <p>Question</p> <p>Subject + Auxiliary verb (is, are, was, were, etc.) + Main verb</p>
<p>Headings</p> <p>These are written at the beginning of a piece of writing and explain what it is about.</p> <p>A: We use a when the noun begins with a consonant sound</p> <p>a dog, a party, a house</p>	<p>Sub-headings</p> <p>These divide a piece of writing into smaller sections. The sub-headings guide the reader and tells them what the paragraph will be about.</p> <p>A: We use a when the noun begins with a vowel sound</p> <p>an apple, an orange, an hour</p>	<p>Statement</p> <p>A statement sentence asserts or declares a fact, opinion or idea that ends with a full stop. My car is blue.</p>

Maths Knowledge Organisers

Ancient Greece Key Vocabulary

Acropolis The Acropolis was a large rocky area high above Athens containing important buildings such as the Parthenon. Built in the fifth century BC, following the victory against the Persians and the re-establishment of democracy.

Agora Buy central area, where people come together to meet and trade. Like a marketplace.

City state A city that became powerful and formed its own state with its own government.

Hero Spartan warrior owned by the state.

Hoplite Heavily armed Athenian foot soldier.

Ostracism Piece of broken pottery on which the name of a person to be sent out of the country. We use the word ostracism today to describe someone who has been rejected.

Parthenon Temple in Athens, on the Acropolis, built for the goddess Athena in the 5th century.

Pala Greek city state.

Top takeaways

Having studied this topic I should be able to:

- Explain the main features of Ancient Greece society, especially the role of slaves and women
- Explain the unique way that Ancient Athens was ruled at the time, democracy
- Explain why there was a Golden Age for Athens in the 5th and 6th centuries BC
- Give 3 important examples of Ancient Greek achievements
- Make deductions about what mattered to the Ancient Greeks by studying past evidence
- Explain ways in which the Greeks have influenced our lives today

Keystage history

History Knowledge Organisers

Attendance Reports

Your child will be bringing home their attendance report for the current academic year. Being in school is vital to your child's academic achievement, wellbeing and wider development. Evidence suggests that regular school attendance is key to supporting children and young people's educational, economic and social outcomes.

Attendance Report: Spring 2026
Class teacher:

Dear Parent/Carer,

Attending school every day can help achieve his full potential. Research suggests that being in school regularly reduces stress and anxiety and boosts confidence. Therefore, our aim is for all children to be in school every day. We recognise that this isn't always possible, but we ask parents to help us to do everything we can together to ensure children attend school.

So far this school year, has attended 98.0% of sessions (a session is a half day). Therefore he has missed 2.5 days of school. Has been late to school on 0 occasion(s).

98%	Excellent attendance
95%	Good attendance
91%	Room for improvement
90% or lower	Cause for concern

Here are some additional attendance statistics for and some comparisons with the school, local authority and national values. They cover the current academic year so far from 02/09/25 to 27/03/26.

Attendance percentage	Days missed	Absences
2025-2026 (Y5) 98.0%	2025-2026 (Y5) 2.5	• 8 school days since last absence • 5 authorised absences • 2.5 days missed • 1 period of absence due to illness • 2 broken weeks
This time last year 100.0%	This time last year 0.0	
School 96.3%	School 4.1	
National 94.9%	National 5.5	
Local Authority 95.1%	Local Authority 5.2	

Even a seemingly high percentage of attendance can result in missing a great deal of learning over time.

Attendance %	Impact over 1 school year	Impact over 5 school years
100%	0 days missed	0 days missed
96%	8 days missed	% year learning lost
90%	19 days missed	% year learning lost
85%	28 days missed	% year learning lost
80%	38 days missed	1 year learning lost
75%	47 days missed	1 1/4 years learning lost

If you would like to discuss any of these details further, please contact the office to make an appointment.

Yours faithfully
Mrs Clarke
Headteacher

Consider these questions:

1. If my child has time off at primary school, does it make that much difference?
2. They can catch up eventually, can't they?
3. So a couple of days off isn't that much work missed, is it?

If your child misses school, they miss lessons which may not be repeated. Being absent from school makes it hard to catch up with missed work and affects how well children do.

How much lesson time do they miss when they are off?

Half day absence = 3 hours of lessons missed.

1 day absence = 5 hours of lessons missed.

3 days absence = 15 hours of lessons missed.

1 week absence = 25 hours of lessons missed.

2 weeks absence = 50 hours of lessons missed.

NTS Test Reports

Your child will be bringing home their NTS test reports today with details of their attainment in the tests they sat in March.

NTS Test Report
Year Spring 2026
Class teacher:

As you may be aware, we use NTS (National Test Style) assessments each term in Maths and English. These assessments give children valuable experience of the Key Stage tests used by the Government in Year 6 and help us monitor progress throughout the year and identify when children may benefit from additional support.

Children completed these tests in March, and we are sharing their results with you now so that you have an up-to-date picture of your child's attainment.

The tests are standardised, meaning that scores can be compared reliably over time. A score of 100 represents the national average. These scores help indicate whether your child is currently working at the expected standard (on track), working towards the expected standard, or working at greater depth within the expected standard.

English Standardised Score boundaries:

Key Stage 1 (Years 1 - 2):	Performance indicator	Standardised score
	Working towards expected standard	70-91
	Working at expected standard	92-113
	Working at greater depth	114-130

Key Stage 2 (Years 3 - 6):	Performance indicator	Standardised score
	Working towards expected standard	70-93
	Working at expected standard	94-116
	Working at greater depth	117-130

Maths Standardised Score boundaries:

Key Stages 1 and 2:	Performance indicator	Standardised score
	Working towards expected standard	69-91
	Working at expected standard	92-112
	Working at greater depth	113-131

Your child's NTS scores are below:

	Your child's age when they took the tests	Standardised Score (National Average = 100)	Reading / Maths Age	Performance Indicator
English / Reading NTS Results	6y 3m	124	7y 3m	Working Towards Expected Standard Working at the Expected Standard Working at Greater Depth
Maths NTS Results	6y 3m	105	6y 3m	Working Towards Expected Standard Working at the Expected Standard Working at Greater Depth

If your child is currently working towards the expected standard, we will provide additional support to help them close the gap and make progress in line with their peers. There can be many reasons why a child may score below the national expected standard. For some children, this may relate to additional learning needs; for others, it may simply be that they had an "off day" when the test took place. Because we work with the children every day, we have a secure understanding of whether a score reflects their usual abilities. This daily insight helps us plan the right support so they can access learning effectively and continue to make good progress in both English and Mathematics.

To support learning at home, regular reading and ongoing practice with Maths facts and times tables are especially helpful. You can also find our Maths and Reading Newsletters on the school website; these offer practical ideas for helping your child at home. All children have logins for the Maths Shed website (the same as their 'Ed Shed' login), which can be found in their reading record book. This is a great resource for extra Maths practice. Reading with your child is equally valuable - whether they read aloud to you or you discuss the book together. Inside their reading record, you'll find guidance and questions to support reading comprehension at home.

Everything you do makes a real difference and helps to strengthen their learning in school.

Kind regards,



Appointments during school time



Children attending appointments during school hours can impact both their learning and overall attendance. While we understand that some appointments are unavoidable, we kindly ask that these are scheduled outside school hours whenever possible. If your child must attend an appointment during the school day, the school office will ask to see the appointment card to accurately record the absence. This helps us maintain precise attendance records.

Thank you for your support.



Please come along to our school grounds morning on Saturday 25th April from 10am–1pm.



Sadly, we will be without a caretaker for the Summer Term, as Chris has moved on to a new job.

Looking after our school involves many important tasks and we are asking for support from our families on Saturday 25th April to help keep our environment looking its best.

We have a list of essential jobs, including jet-washing the outside of the school, cleaning windows, sweeping paths, weeding, building vegetable beds so the children can grow fruit and vegetable – to name just a few!

If you have any free time on the 25th, please let us know by emailing or calling the school office. If you have particular skills related to any of the jobs listed, we would be especially delighted to have your help in transforming the school in just one morning. We do have some tools available, but if you are able to bring along anything you think might be useful, we would be incredibly grateful.

Thank you in advance for your support – it really does make a difference to our school community.



Cake will be provided!

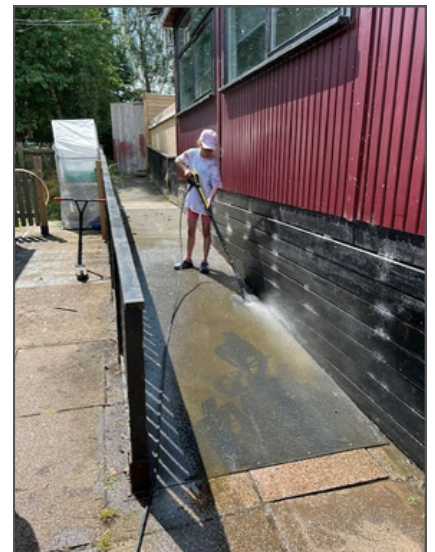


If anyone knows of any free or cheap scaffolding boards we could use to build out vegetable beds, please let us know. We are looking for around 16–20 boards.

Thank you.



Some of the helpers from previous years





School Lunch Menu



This is our new lunch menu from April – October 2026.



	WEEK 1	WEEK 2	WEEK 3
	w/c 13th April, 4th May, 1st June, 22nd June and 13th July	w/c: 20th April, 11th May, 8th June and 29th June	w/c: 27th April, 10th May, 15th June and 6th July
MONDAY	Creamy tomato and basil pasta. Mac n Cheese Jacket potato with cheese, beans, or tuna mayo Mixed vegetables Chocolate cornflake cake	Chunky chicken golden goujons Quorn vegan dippers Jacket potato with cheese, beans, or tuna mayo Baked beans and broccoli Fruity jelly	Chicken and vegetable curry Vegetable curry Jacket potato with cheese, beans, or tuna mayo White/ brown rice and green beans Fruity jelly
TUESDAY	Chicken and vegetable pie Vegetable and Quorn pie Jacket potato with cheese, beans, or tuna mayo Mashed potato and carrots Fruit muffin (banana or blueberry)	Salmon fish cake Cheese and bean puff Jacket potato with cheese, beans, or tuna mayo Chips and peas Ice cream	Bolognaise pasta bake Butternut squash mac n cheese Jacket potato with cheese, beans, or tuna mayo Broccoli and cauliflower Chocolate chip shortbread
WEDNESDAY	Fish fillet Vegetable burger Jacket potato with cheese, beans, or tuna mayo Herby diced potatoes and peas Ice Cream	Christ Church breakfast: sausages, hash brown and scrambled egg Quorn sausage, hashbrown and mushrooms Jacket potato with cheese, beans, or tuna mayo Baked beans Apple and sultana flapjack	Welsh pork sausages and gravy Quorn vegan sausages and gravy Jacket potato with cheese, beans, or tuna mayo Mixed vegetables Lemon drizzle cupcakes
THURSDAY	Baked gammon Quorn vegan fillet Jacket potato with cheese, beans, or tuna mayo New potatoes, carrots and cauliflower cheese Sprinkle cake	Beef lasagne and garlic bread Plant based lasagne and garlic bread Jacket potato with cheese, beans, or tuna mayo Carrots and new potatoes Chocolate and raspberry brownie	Fish fillet Vegetable fingers Jacket potato with cheese, beans, or tuna mayo Chips and mixed vegetables Ice cream
FRIDAY	BBQ chicken pizza Rainbow vegetable pizza Jacket potato with cheese, beans, or tuna mayo Chips and mixed vegetables Fruity Friday: fruit yogurts or fruit slices	Ham and pineapple pizza Cheese pizza Jacket potato with cheese, beans, or tuna mayo Pasta and mixed vegetables Fruity Friday: fruit yogurts or fruit slices	Pepperoni pizza Rainbow vegetable pizza Jacket potato with cheese, beans, or tuna mayo Baked beans and mini corn on the cob Fruity Friday: fruit yogurts or fruit slices

Thank you for your support on 'Wear it Red' Day

We have received a certificate from the Midlands Air Ambulance this week thanking our school community for the donations your made on 'Wear it Red' Day.



Midlands Air Ambulance Charity
Registered Charity Number 1143118



Thank You
Christ Church CofE Primary

For Making Us **Mission Red-dy**

You've raised an incredible:

£113.26

Sponsored by **M6toll**



Thank you again for taking part in Wear it Red 2026. Your support helps save lives across the communities we serve.



FR Registered with FUNDRAISING REGULATOR



Celebration Leaves & Star Learners



Acorns Class

Leaf: Kit for super enthusiasm with our new theme.

Learner: Teddy for wonderful writing and phonics!



Maple Class

Leaf: Willow for being a wonderful role model for all children in our school, you consistently show fantastic behaviour and learning attitudes throughout school, you always make the right choices and look to help others out – we are really lucky to have you at Christ Church.

Learner: Ellie for significant improvement in your handwriting, this is something you have worked really hard at this year and it is really paying off! Well done.



Holly Class

Leaf: Isla Rose has been a great help, using her time to organise resources and prepare books for lessons. Isla Rose has been diligent and mature about being helpful for her teacher and fellow pupils. Thank you Isla Rose.

Learner: Rory has been really focused and forthcoming with ideas and taking opportunities to share answers and contribute to learning conversations. It has been great to see his respond to early term lessons in this first week.



Willow Class

Leaf: Samantha and Layla for both for showing kindness and concern for other children and acting on it. We are so lucky to have lovely kind girls in school.

Learner: Andrii for a great first week in school. You have tried so hard with your learning.



Oak Class

Leaf: Simeon for always brightening up Oaks' classroom. You have a cheerful, positive personality and are a joy to teach. We will really miss you next year!

Learner: Ashleigh for working hard on your maths for the entire year! You have shown so much determination and made a fantastic amount of progress! You should be so proud of yourself!

April Birthdays

5th Grace A, 6th Thea, 8th Emily H, Pippa and George A,
14th Fletcher, 17th Sophie H, 29th Willow.



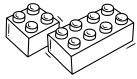


Upcoming Dates



- Monday 13th April – Start of Summer Term 1 for children
- Thursday 16th April – Image Theatre to perform to the whole school
- Thursday 23rd April – Holly Class Parents Lunch – Please book your place with the office by Friday 17th April
- Saturday 25th April – 10.00–1.00pm – School Grounds Day. Please come along to help clean and tidy for the Summer. We will be washing the windows, sweeping the paths and tidying up the gardens. If you have any spare time, we'd love to see you. Cakes will be provided !
- Monday 4th May – Bank Holiday – School closed
- Friday 8th May – David Attenborough's 100th Birthday Celebration Day. Come to school dressed as an animal or with your face painted as your favourite animal. More details next week.
- Monday 11th – Thursday 14th May – SATS Week for Year 6s
- Thursday 14th May – Wednesday 20th May – Book Fair is in school. The more books we sell, the more free books school receives.
- Tuesday 19th May – Year 6 Leavers Canoeing trip
- Friday 22nd May – PD Day in School – School closed for children
- Monday 25th – Friday 29th May – Half Term Holiday
- Wednesday 3rd June – Willow Class After Easter Experience with Rev Sam and Rev Lisa
- Wednesday 10th June – Tempest photographers in school to take class photos
- Thursday 11th June – Willow Class Parents Lunch – Please book your place with the office by Friday 5th June
- Friday 26th June – Cound Kwik Cricket for Oak Class at Cound Cricket Ground. Details to follow
- Monday 29th June – Oak Class to visit Shrewsbury Prison as part of their Crime and Punishment topic
- Tuesday 30th June – 9.30 – 11.30am Whole school sports morning – please bring a chair!
- Thursday 2nd July – 9.30 – 11.30am Whole school sports morning – reserve date in case of rain
- Thursday 2nd July – Oak Class Parents Lunch – Please book your place with the office by Friday 26th June
- Monday 6th July – 5.00pm – William Brookes Y6s new intake information evening for parents of Year 6s moving to William Brookes in September at William Brookes School
- Tuesday 7th July – 'Move Up' morning in school where children go to their new classes for September for the morning
- Tuesday 7th July – Year 6s Taster Day at William Brookes School
- Tuesday 7th or Wednesday 8th July (TBA) – Mrs Martin's Dance Club's Dance Festival at William Brookes School
- Thursday 9th July – Oak Class 'It's Your Move' Experience with Rev Sam and Rev Lisa
- Wednesday 15th July – 1.30–2.30pm Colour Run around the village
- Friday 17th July – Last day of term





After School Clubs for Summer Term



After school clubs start on the **first** week back to school after half-term from **Monday 13th April 2026** as follows:

- **Monday 3.15–4.15pm** – Year 4 – Year 6 Dance Club with Mrs Martin (Dance club will lead to performing at the William Brookes Dance Festival on either 7th or 8th July 2026. The date will be confirmed closer to the time.) **Only book your child onto this club if you can confirm they will be attending the dance show.**
<https://christchurchcressage.pembee.app/activity/69b048f86429aced734af664>
- **Tuesday 3.15–4.15pm** – KS1 and KS2 Football with STFC
- **Wednesday 3.15–4.15pm** – Art and Craft Club with Miss Taylor and Mrs Crout
- **Thursday 3.15–4.15pm** – KS1 and KS2 Multiskills Club with Charlotte from STFC
- **Friday 3.15–4.15pm** – Lego Club in Wrap with Mrs McLoughlin

Please book your child's clubs using this link:

<https://christchurchcressage.pembee.app>



After School Wrap-Around Care

Our after-school wrap times have changed to meet the needs of our families.

On Mondays–Thursdays wrap will run from 3.15–5.00pm and on

Fridays it will be from 3.15–4.30pm.

We have added an option for wrap after school clubs have finished from 4.15–5.00pm.

The charges will now be the same whether you book in advance or on the day.

Please book your child's place using this link:

<https://christchurchcressage.pembee.app/>





Term Dates 2025/2026

September 2025 M 1 8 15 22 29 T 2 9 16 23 30 W 3 10 17 24 Th 4 11 18 25 F 5 12 19 26 S 6 13 20 27 Su 7 14 21 28	October 2025 M 6 13 20 27 T 7 14 21 28 W 1 8 15 22 29 Th 2 9 16 23 30 F 3 10 17 24 31 S 4 11 18 25 Su 5 12 19 26	November 2025 M 3 10 17 24 T 4 11 18 25 W 5 12 19 26 Th 6 13 20 27 F 7 14 21 28 S 1 8 15 22 29 Su 2 9 16 23 30	December 2025 M 1 8 15 22 29 T 2 9 16 23 30 W 3 10 17 24 31 Th 4 11 18 25 F 5 12 19 26 S 6 13 20 27 Su 7 14 21 28	January 2026 M 5 12 19 26 T 6 13 20 27 W 7 14 21 28 Th 1 8 15 22 29 F 2 9 16 23 30 S 3 10 17 24 31 Su 4 11 18 25																									
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Wenlock Olympians Athletic Club would love to welcome new members from our school.
It's lovely to see so many familiar faces on the poster below!



Athletics Club

Wenlock Olympians



For children aged 9+
2 week trial
sessions available.
Visit our website to
find out more.

Join us!

Saturday morning and mid-week training
Much Wenlock Leisure Centre,
Farley Road, Much Wenlock



wenlockolympians.org

Understanding Your Child

For parents and carers of children 0 – 5 years

“I met others going through the same things. It really helped me feel less alone.”

“The group boosted my confidence as a parent.”

Join our friendly, relaxed group!

Parenting can be full of ups, downs, big feelings and lots of learning — for both you and your child! Come and join us as we chat about what’s going on for you and your family. Together we’ll make sense of tricky moments and share simple ideas that can make life calmer and more positive.

Upcoming Session

- starts Tuesday 5th May, 12.30–2.30pm – Sunflower House, Shrewsbury, SY1 4ES

the group meets once a week over 10 weeks, excl. half terms and bank holidays with the last session being on Tuesday 14th July 2026.

What We’ll Talk About

- Communicating and building connection with your child
- Routines like sleep and bedtime and any other routines you have as a family
- Understanding behaviour and big emotions
- Child development and how you can support it

Want to Join Us?

Email: parenting.team@shropshire.gov.uk

Call: 01743 250950

Visit: [The Parenting Team | Shropshire Council](#)



Prefer flexible online learning?

Try our free online learning pathways at

[Becoming Togetherness - Togetherness](#)





Shropshire Parenting Team – Family Leaflet

This leaflet provides information to all families, including those whose children have SEND, who would like to know more about the services we offer. Simply scan any QR code or follow the links to explore free support, groups and learning opportunities.

Our Services - Overview

[The Parenting Team | Shropshire Council](#)

Find out more about all our services on offer



Our SEND Services - Overview

[The Parenting Team | Shropshire Council](#)

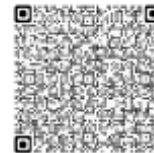
Find out more about our services within the SEND local offer



Understanding Your Child Groups

[Information to help families in Shropshire - Shropshire Together Community Directory](#)

Find out more about free groups



Sleep Tight Groups

[Information to help families in Shropshire - Shropshire Together Community Directory](#)

Find out more about free Sleep Tight groups



Online Learning Pathways

[Shropshire and Telford & Wrekin | Togetherness - Togetherness](#)

Find out more about free online learning



Parenting Help and Support Line

[Shropshire Parenting Help and Support Line | Shropshire Together Community Directory](#)

No judgment, just support. Call us for a listening ear.





April 2026 Timetable

All regular sessions delivered live online via zoom. 90 minutes long

£24 each or FREE with School Membership

Book online at facefamilyadvice.co.uk

Recordings available for 48 hours

Understanding Anger	6 April 10am
School Anxiety	6 April 7pm
Facing Defiance	7 April 10am
Supporting Healthy Screen Use	7 April 7pm
Anxiety Explained	13 April 10am
Cannabis and Ketamine Awareness	13 April 7pm
Introduction to OCD	14 April 10am
What is ACT?	14 April 7pm
Decreasing Depression	20 April 10am
Raising Self-Esteem	20 April 7pm
Understanding the Teenage Brain	21 April 10am
Supporting Healthy Sleep	21 April 7pm
FREE Decreasing Depression	23 April 7-8pm
Improving Family Communication	27 April 10am
Autism: Improving Communication	27 April 7pm
Supporting a Child with ADHD	28 April 10am
Understanding Addictive Behaviour	28 April 7pm