



Curriculum Newsletter

Spring Term 2

Aspiration

Knowledge

Achievement

Contents

What's Happening?	3
Curriculum Highlights	6
OPAL	12
Sporting Events	14
#WakeUpWednesday	15
Enterprise Team	16
Upcoming Dates & Events	17
Swimming	18
Staffing	19



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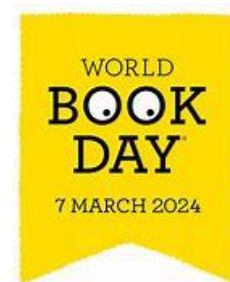
Knowledge

Achievement

What's Happening?

WORLD BOOK DAY

We were delighted to see so many children take part in this year's World Book Day by coming into school dressed as their favourite book character or wearing their pyjamas.



Across the school children took part in different activities throughout the day ranging from costumes catwalks, live online lesson with authors, quizzes, sharing favourite books, storytelling and lots of other reading related activities.

A special shout out to families who completed some of the family reading challenges. Here are some photographs from our day.



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Achievement

AUTHOR VISITS

Throughout this term, Key Stage Two have received visits from two of the authors who have been shortlisted for the James Reckitt Children's Book Award - Simon James Green and Jenny Moore. These visits were extremely informative and inspirational.



FQBS GLOW DISCO

This half term Friends of Bricknell hosted the Glow Disco for the children. Thank you to everyone who supported this event. The children loved the whistles, neon merchandise and glow sticks and the staff loved it too!



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Achievement

DENTAL VISIT

In Nursery, we were lucky to have a special visit from a Dental Practitioner who talked to us about how we can keep our teeth healthy. We learnt that it is important to brush our teeth twice a day and to snack on healthy food like fruit and vegetables. Bridie told us that we should mainly drink water and milk and have juice as a treat.



RECEPTION VISITS



This half term we have had lots of special visitors to support our People who help us topic including, Vets, Police officers, Humberside Fire and Rescue Service and a Doctor. We have found out lots of interesting facts and were able to explore different equipment. We enjoyed looking at the Police car and Fire engine too!



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Achievement

Curriculum Highlights

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ENGLISH - WRITING

EYFS

We have been practising spelling with our Fred fingers and have been using the Read Write Inc rhymes to help us form letters correctly. We have used our oracy skills to retell the story of The Little Red Hen, using signifiers. We are confident at performing the story to our friends. We have been enjoying creating our own story maps of The Little Red Hen during continuous provision.



Year 1

Have loved exploring 'The Gingerbread Man'. We have explored the classic tale of the Gingerbread Man with a focus on letter formation. Some of the children even changed the main character which they found very fun! Furthermore, the children have looked at a new focus within English: poetry. The children have embraced poetry with a specific focus on alliteration. The children even had a little visit from some Cheeky, Chirping Chicks.

Year 2

Have been concentrating on their personalised versions of the much loved narrative, Superworm, as well as a non-fiction piece focusing on Endangered Animals. The children have been focusing on their basic skills of sentence structure as well as perfecting their letter formation and joined handwriting. Finally, the children have showcased their ability to include a variety of Year 2 writing features, such as expanded noun phrases, use of a variety of conjunctions and different sentence types.

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Year 3

Have written a narrative about a little boat lost at sea. The children have used direct speech to take the reader along the journey of the boat using direct speech. They have also written a recount to tell the story of their life from a Stone-Age child's perspective. The children used fronted adverbials, subordinate clauses and time conjunctions to demonstrate their impressive writing skills.



Aspiration

Knowledge

Achievement

Year 4	Year 5	Year 6
<p>Have written an explanation text where they have sequenced paragraphs logically around a theme. They have also completed a piece of journalistic writing in the form of a newspaper report about an escaped animal. The children used apostrophes to show possession and omission, present tense verbs and varied their sentence structures by using verbs to open their sentences.</p>	<p>Have been writing a space themed narrative. They have used excellent descriptive and figurative language to set the scene and take the reader on a journey through space with them. They have also written a balanced argument for the question, 'Should children eat chocolate for breakfast?' They have refined their writing by using formal language, casual conjunctions and dashes for parenthesis.</p>	<p>Have written a persuasive advert to advertise a once in a lifetime holiday destination. They have used a range of persuasive devices to showcase their hotels and their writing was very convincing. Then the children imagined they had visited the destination and it was a disaster. The children wrote a letter of complaint using a formal style of writing to make the owner aware of their traumatic stay.</p>



SCIENCE

EYFS

In Nursery, the children have been expanding their knowledge and understanding of the world development through hands on experiences. It was fun planting potatoes and discussing how we can help them to grow. We worked hard as a team to transport the soil and transfer it into the tyres. We cannot wait to see what happens over the next few weeks. It was interesting to observe what happened to the vegetables that had been frozen in ice. The children loved bashing the ice with hammers and we discussed the process of freezing and melting. We talked about how vegetables are good for us and are important for a healthy diet. We have also observed the change in seasons and love talking about the weather on daily basis.



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Knowledge

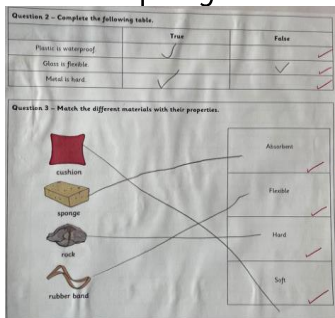
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Year 1

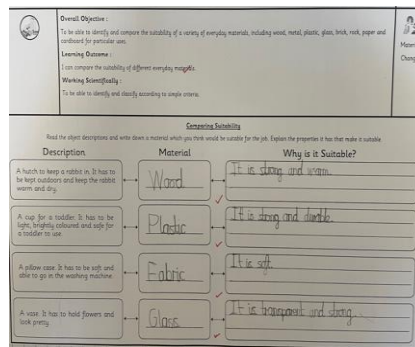
Have explored materials and have categorised every-day objects into groups based on their properties and materials.

They have further developed their understanding of seasons as they observed changes in weather as we have moved from Winter to Spring.



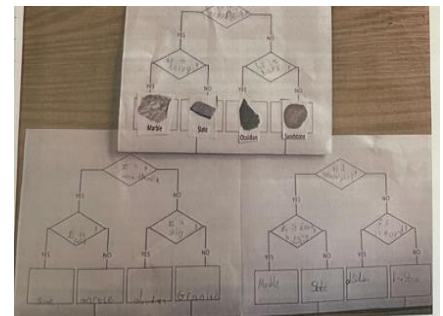
Year 2

Have explored materials and their properties. They have conducted an experiment to see if they can change the shape of materials and have considered why materials are used for certain products and which materials are best suited for which function.



Year 3

Have explored rocks, they have compared and grouped different type of rocks by their properties and their uses. They have looked at why certain materials are used for buildings and gravestones and why these materials may have changed over time.



Year 4

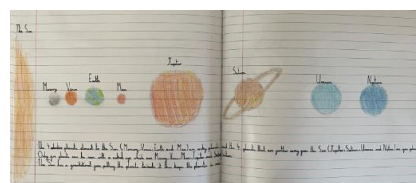


Have learned about Sound. The children have looked at what pitch means and how to vary the pitch on a number of different instruments. We also experimented with volume and how to produce loud and quiet sounds on a range of percussion instruments.



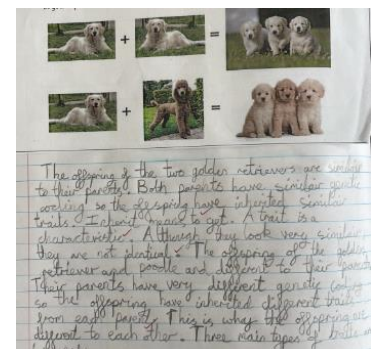
Year 5

Have learned about Earth and Space and the different planets that make up the solar system. They have learned how the gravitational pull of the Sun keeps all the planets in orbit. They have learned about the movement of the Earth and moon in relation to the Sun to explain how we experience day and night.



Year 6

Have learned about inheritance and why offspring are different to their parents. Then, they looked at how plants and animals have adapted over time which has caused evolution. They have then used fossils to demonstrate their understanding for Darwin's theory of evolution.





DESIGN TECHNOLOGY

EYFS

We have been designing Emergency vehicles in Block City and have been using loose parts and materials to build them. Our teachers asked us to make a vehicle at home – look at how fantastic our creations are!



Year 1

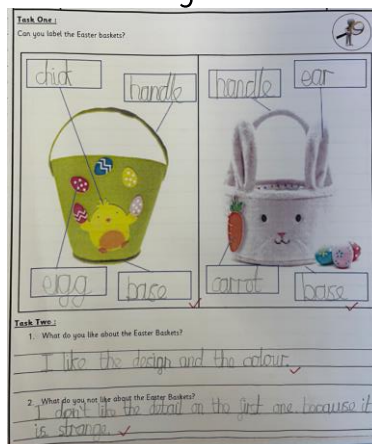


Have eagerly embraced their new Design and Technology topic centred around puppets. With enthusiasm and creativity, they have designed their own unique puppets. The children are very excited to invite their grown-ups into school to create their final product.



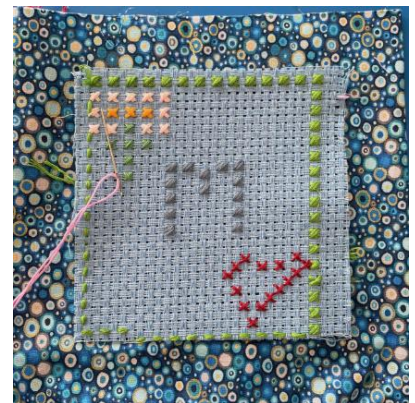
Year 2

Have been appraising Easter Baskets. They have used the different features that they like and dislike to design their own Easter basket. They used a range of joining techniques including sewing; they learned to thread a needle and how to do a running stitch.



Year 3

Have learned a new skill and have learned how to cross stitch a pattern they have designed. They invited their grown ups in to school to help them create their cross stitch and sew it on to a cushion for Mother's Day.



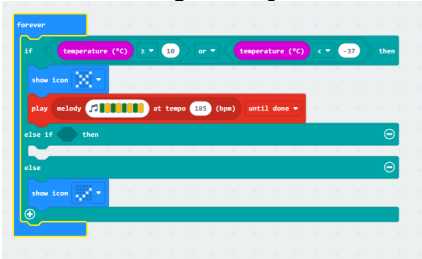
Aspiration

Knowledge


Achievement

Year 4

Have been learning about digital design; they have learned what a monitoring device is and how it can be used to keep animals habitats at the right temperature and humidity etc. The children used Microsoft MakeCode to code a MicroBit and then used TinkerCad to create a housing unit for it.



Year 5

Have been appraising,  analysis and designing a book sleeve. The children have had to make pattern pieces and have created a prototype of their design. They have then used fabric and sewing machines to create their book sleeves.



Year 6

Have learned about how cogs and levers can be used to create automata toys. The children have appraised the different movements different shaped cogs make and have designed and created their own automata toy.



RELIGIOUS EDUCATION

We talked about Ramdan and found out what Muslims do during the celebration. One of the children in RRA shared photographs of himself at his local mosque. He showed us what clothing he wears and talked about what food he eats with his friends and family.



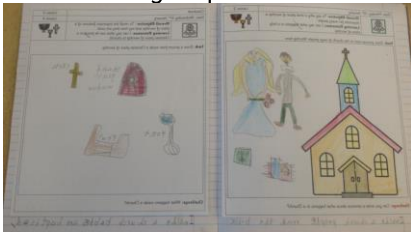
Aspiration

Knowledge

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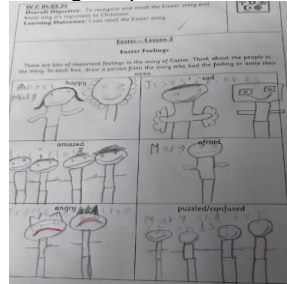
Year 1

Have completed their unit on **worship**. The children were thinking about special places to them and then special places to people from different religions. The children explored different places of worship and learned what happens there. They also looked at what religious artefacts can be found there and what sacred texts are and why are they important.



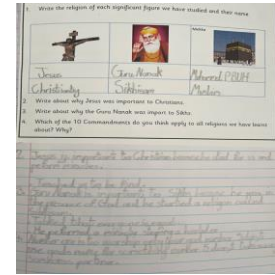
Year 2

Have completed their unit on **believing**. The children questioned what a belief was, then thought about the different things they believe in and compared these with people in their class to see that some people have similar beliefs and some have different beliefs. The children then learned about the different beliefs people who belong to different religious groups have.



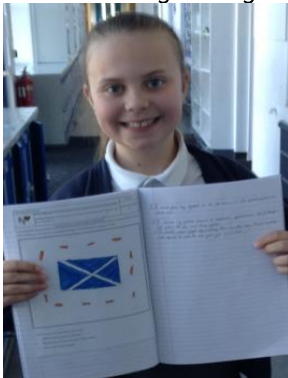
Year 3

Have completed their unit on the **founders of faith**. The children considered what it means to be a good leader, then considered the key religious figures for different religions and learned the key beliefs and actions they performed. They then thought about how we know about these key figures from holy texts and discuss what impact the faith founders have had on the wider world.



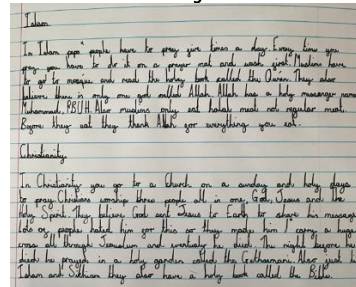
Year 4

Have completed their unit on **people who inspire us**. The children first asked what is a saint and what do people have to do to become one? They then explored how local and national saints are celebrated and remembered. Children then considered if all saints are Christians and then went on to deepen their learning by exploring the difference between saints and heroes in our local community today.



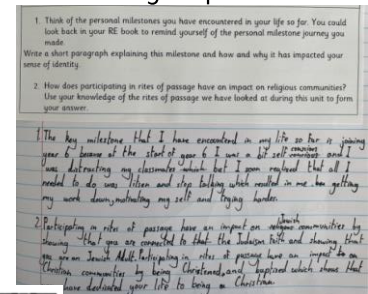
Year 5

Have completed their unit on **faith in action**. The children considered who we listen to, where their beliefs come from and what shapes their beliefs. The children have explored good influencers and bad influencers and have thought about the teachings of the different founders of faith and how these messages and teachings have inspired charities and have directed people's vocations in the name of God.



Year 6

Have completed their unit **Living a faith**. The children first questioned what an identity is, what shapes their identity and how a person's faith can shape their identity. The children then thought about the milestones of their life and thought about how they celebrate those milestones. Then they considered how these are similar and different to people from different religious groups.



Aspiration

Knowledge

Achievement

OPAL at Key Stage 1

The children have been thoroughly enjoying the opportunity to create and explore during lunchtimes. Their excitement has been further fuelled by the addition of new and exciting equipment.



We are thrilled to announce that KS1 OPAL play has been enhanced with new elements designed to spark creativity and engagement. Among the latest additions are a brand-new road track, perfect for zooming toy cars and exploring imaginary worlds. Additionally, the children now have access to a fresh set of digging tools, allowing them to unearth treasures and delve into sensory-rich experiences.

In anticipation of the upcoming season, we have also added new baths that will soon transform into vibrant ball pools, promising endless fun and laughter. And for those hot summer days, a splash zone has been installed to provide refreshing relief from the sun's rays.

We have recently added a tire obstacle course, offering exciting challenges and opportunities for physical development. With these new additions and much more in store, our OPAL lunchtimes continue to evolve into new and dynamic spaces where children can let their imaginations run wild and their spirits soar.



OPAL at Key Stage 2

The children in Key Stage 2 have been incredibly lucky this term and the playground has seen some new are: tyre wall for throwing bean bags into, crates on wheels, music wall and camp area.



OPAL Plea

We are always looking to develop our OPAL provision to enhance the play for all children at Bricknell. Therefore, we kindly ask that if you happen to come across any unused scooters, water toys, or small figures that are no longer needed, we would greatly appreciate your donation. Or if you happen to come across any brushes of any kind, spades, trowels and watering cans. We would like to fill our planters with garden flowers so would appreciate any spare bulbs or plants.

Your contributions will help enrich the play experiences of our children and contribute to the ongoing development of OPAL play at Bricknell.



Aspiration

Knowledge

Achievement

Sporting Events

As usual, it has been a very busy term for our sports teams. We are incredibly proud of all of you!



The boys' table tennis team have progressed to the English Schools National Finals - this places them in the top four teams in the whole of the country. This is a phenomenal achievement and the first time in Bricknell's history that a table tennis team have competed at a national level. Throughout all of the demanding qualifying rounds, the boys have shown determination, resilience and a high level of skill. Whatever happens at the finals in Wolverhampton next month, they are winners in our eyes.



Aspiration

Knowledge

Achievement

#WakeUpWednesday

This half term we have sent out the following Wake Up Wednesday Safe-guarding information.

10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, develops heavily as age and development. Children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, making these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

- 1. DESIGNATE A TRUSTED ADULT**
A child that children feel safe and secure that there is someone they can always go to for help if they need it. It's also a good idea to have a list of people that the child can go to for help if they need it. This person should be someone that the child trusts and who is not involved in their daily life (e.g. a friend or family member).
- 2. MEET CHILDREN HALFWAY**
Unless you know where a child is developmentally, you may have to meet them halfway. This means that you may need to use more concrete language and visual aids to help them understand what you are saying. It's also important to be patient and to give them time to process what you are saying.
- 3. FACTOR IN THEIR BASIC NEEDS**
Remember that before we can discuss emotional regulation skills, their basic needs must be met. Children who are hungry, tired, cold and so on are not in the best state of mind to learn. Make sure that their basic needs are met before you try to teach them self-regulation skills.
- 4. REMAIN PATIENT**
If a child is struggling with their self-regulation, it's important to remain patient. This means that you should not get frustrated or angry with them. Instead, you should try to understand what they are struggling with and help them to overcome it.
- 5. BE A DYSREGULATION DETECTIVE**
When a child is struggling with their self-regulation, it's important to be a 'dysregulation detective'. This means that you should look for signs of dysregulation and try to understand what is causing it. You should also try to help the child to identify their own feelings and to express them in a healthy way.
- 6. USE SUITABLE LITERATURE**
There are some wonderful books that can help you teach self-regulation to children. These books can help you to understand what your child is struggling with and to find ways to help them. Some examples of these books include 'The Colour Monster' and 'The Colour of My Emotions'.
- 7. TRY SENSORY RESOURCES**
Sensory resources can be a great way to help children with their self-regulation. These resources can help them to focus on their senses and to calm down when they are feeling overwhelmed. Some examples of these resources include fidget toys, weighted blankets, and sensory bins.
- 8. NURTURE INTERDEPENDENCE**
It's important to nurture interdependence in children. This means that you should help them to understand that they are not alone and that they can rely on others for support. You should also help them to understand that they can help others and that they are all part of a community.
- 9. MODEL GENUINE FEELINGS**
Children learn a lot from watching you. So it's important to model genuine feelings. This means that you should let your child see you when you are feeling happy, sad, angry, or frustrated. You should also try to explain to them why you are feeling that way and how you are trying to manage those feelings.
- 10. FORMULATE A PLAN**
As much as we try to prevent children from becoming dysregulated, it's also important to have a plan in place for when they do become dysregulated. This plan should include things like taking a break, using sensory resources, and talking to a trusted adult.

Meet Our Expert: Dr. Sarah-Jane Hill, Specialist Educational Needs Coordinator for the Home of the Wellbeing Unit, The National College.

Top Tips for Supporting Children Who Are EXPERIENCING BULLYING

In a DfE survey, 20% of parents said that their child had been bullied in the past year, while 27% of secondary school headteachers reported bullying among students. Public Health England states that young people who maintain positive communication with their family were less likely to experience bullying – so it's important that parents, carers and educators know how to talk to children about bullying.

- 1. WATCH FOR BEHAVIOURAL CHANGES**
Children who are experiencing bullying may become quiet, withdrawn, or anxious. However, they may also become more confident and happy. It's important to watch for any changes in their behavior and to talk to them about what you are seeing.
- 2. THINK THINGS THROUGH**
Before acting, ask yourself if this is the right time and place to address concerns about bullying. It's also important to think about what you want to achieve and to consider the best way to get there.
- 3. BE OPEN AND UNDERSTANDING**
Try to understand your child's feelings and to be open to their perspective. This means that you should listen to what they are saying and try to understand what they are going through.
- 4. LET THEM SPEAK FREELY**
Children who are experiencing bullying may not want to talk to you about it. So it's important to let them speak freely and to give them time to do so. You should also try to create a safe space for them to talk to you.
- 5. CALL A TIME OUT**
A conversation about bullying could be a good idea, but it's also important to know when to call a time out. This means that you should stop the conversation if you are feeling overwhelmed or if the child is not ready to talk.
- 6. STAY INFORMED**
It's important to stay informed about what is happening to your child. This means that you should talk to your child regularly and to try to understand what they are going through.
- 7. PREP YOUR CHILD FOR THE RESPONSE**
It's important to prepare your child for the response that they may receive from the school. This means that you should talk to them about what to expect and to help them to feel confident and prepared.
- 8. SUMMARISE YOUR CHILD'S EXPERIENCE**
When you talk to your child about bullying, it's important to summarise their experience. This means that you should try to understand what they are going through and to help them to feel that you are listening to them.
- 9. LAISE WITH THE SCHOOL**
If you are concerned about bullying, it's important to talk to the school. This means that you should contact the school and to try to understand what they are doing to help your child.
- 10. CHECK IN FREQUENTLY**
Once the issue has been resolved, it's important to check in with your child frequently. This means that you should talk to them regularly and to try to understand how they are feeling.

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10 Top Tips for Parents and Educators ENCOURAGING OPEN CONVERSATIONS AT HOME

With tricky topics and occasional clashes of opinion, it can be challenging to maintain an environment where children feel able to talk candidly and honestly. However, encouraging such conversations helps to develop trust – making it easier to unpick even sensitive subjects as children get older. Here are our top tips for promoting open conversation at home.

- 1. CREATE A SAFE SPACE**
Children learning or sharing on an issue gives children the chance to express their views and to hear what others think. It's important to create a safe space where children feel comfortable to share their thoughts and feelings.
- 2. CONSIDER OTHER OUTLETS**
Some children may find it easier to talk when they are participating in a creative activity like drawing, writing, or making a model. It's important to consider these outlets as well as talking.
- 3. NORMALISE CHATS ABOUT FEELINGS**
Integrate mental health and emotional wellbeing into everyday conversations. This means that you should talk to your child about their feelings and emotions as a normal part of your daily life.
- 4. LISTEN ACTIVELY**
It's important to listen actively when your child is talking to you. This means that you should give them your full attention and try to understand what they are saying.
- 5. ASK OPEN QUESTIONS**
Encourage children to share their thoughts by asking open questions. This means that you should ask questions that cannot be answered with a simple 'yes' or 'no' response.
- 6. RESPECT THEIR BOUNDARIES**
It's important to respect your child's boundaries when they are talking to you. This means that you should not pressure them to talk to you if they are not ready.
- 7. LEAD BY EXAMPLE**
Model open, honest and healthy communication in front of children and young people. This means that you should talk to your child about your own feelings and emotions and try to show them how to do so.
- 8. HAVE REGULAR CHECK-INS**
Check in with children periodically to discuss how they are feeling and what's going on in their lives. This means that you should have a regular time to talk to your child about their feelings and emotions.
- 9. PROVIDE RESOURCES**
It's important to provide resources to children so that they can talk to you about their feelings and emotions. This means that you should give them books, websites, and other resources that can help them to understand their feelings and emotions.
- 10. CELEBRATE EMOTIONAL EXPRESSION**
It's important to celebrate your child's emotional expression. This means that you should praise them for sharing their feelings and emotions with you.

Meet Our Expert: Dr. Sarah-Jane Hill, Specialist Educational Needs Coordinator for the Home of the Wellbeing Unit, The National College.

10 Top Tips for Parents and Educators DEVELOPING HEALTHY SLEEP PATTERNS

Quality sleep is paramount for wellbeing as it impacts our cognitive function, emotional balance and overall health. A World Health Organization study highlighted that 44% of young people reported difficulty sleeping – potentially affecting their mood, concentration and immune system. Our guide offers expert tips for helping children to sleep more healthily.

- 1. MINDFUL TECH USE**
Encourage a balanced approach to screen time. White noise, tablets, and social media can be helpful for some children, but it's important to limit their use, especially before bed.
- 2. EFFECTIVE SLEEP PRACTICES**
Other practical advice on reinforcing certain habits that have a positive influence on sleep patterns. Children can start creating a daily routine that they can use to help them to sleep better.
- 3. HYDRATION HABITS**
Underline the importance of drinking plenty of water throughout the day, while limiting caffeine and sugary drinks. It's also important to encourage children to drink water before going to bed.
- 4. CONSISTENT BEDTIME SCHEDULE**
Aided children in developing consistent bedtime routines that can help them to fall asleep more easily. It's important to have a consistent bedtime routine that includes things like reading a book and brushing teeth.
- 5. OPTIMAL SLEEP ENVIRONMENT**
Ensure that the bedroom is comfortable, dark, and free from distractions. This means that you should make sure that the room is a good place for your child to sleep.
- 6. RELAXING EVENING ACTIVITIES**
Recommend activities that have a calming effect on the mind – such as reading or gentle stretching. It's important to have a relaxing evening routine that helps your child to wind down before bed.
- 7. PRIORITISING ADEQUATE SLEEP**
Emphasise the crucial role of sleep in maintaining physical and emotional wellbeing. It's important to make sure that your child is getting enough sleep each night.
- 8. NUTRITIONAL BALANCE**
Highlight the significance of a healthy diet and how it can influence sleep. It's important to encourage children to eat a healthy diet that includes plenty of fruits, vegetables, and whole grains.
- 9. PARENTAL SUPPORT**
Parents and carers of children are uniquely placed to support their children in developing healthy sleep patterns. It's important to be supportive and to help your child to understand the importance of sleep.
- 10. MILITARY SLEEP METHOD**
Look up the military sleep method: it's a technique for falling asleep quickly, which involves focusing on breathing, earplugs, and visualization. It's important to try different techniques to see what works best for your child.

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Enterprise Team

Our Enterprise team have been continuing their fabulous work on their 'Make £5 blossom' project.



They have been very busy planning, costing and holding their own 'Movie Nights.' The events were a huge success and raised £419 to spend on the school.



The children had a visit from local entrepreneurs, Jodie and Danielle from Brown Sugar Salons and Training Academy who are supporting their project. Jodie shared invaluable advice with the children. They had some super questions and enjoyed sharing their



wonderful enterprising ideas for the next term!



After Easter, our Enterprise team will be holding their own 'Big Spring Seed Sale' encouraging other children to grow their own plants and flowers. More information will be sent about the sale soon.

As always, thank you to all our families for your ongoing support.



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Achievement

Upcoming Dates and Events

Summer Term 1

Wednesday 10 th April	Year 2 DT Morning	Arrive 9:00am
Thursday 11 th April	Year 5 London meeting	3:45pm
Friday 12 th April	Refugee Charity Drop Off	8:00 – 9:00am 3:00 – 4:00 pm
Friday 12 th April	KS1 Stay and Read	
Thursday 18 th April	Year 1 DT Afternoon	
Thursday 18 th April	KS1 Stay and Read	
Wednesday 24 th April	KS1 Stay and Read	
Thursday 25 th April	Wear It Wild Day – Eco Champions	
Tuesday 30 th April	KS1 Stay and Read	
Wednesday 8 th May	KS1 Stay and Read	
Monday 6 th May	Bank Holiday	School Closed
Wednesday 8 th May	KS1 Stay and Read	
Monday 13 th May	KS1 Stay and Read	
WC Monday 13 th May	Year6 SATs Week	
Monday 20 th May	School Photos	Class photographs
WC Monday 20 th May	Year 2 SATs Week	
Tuesday 21 st May	KS1 Stay and Read	
Tuesday 21 st May	Year 1 Parent's Phonics Meeting	3:30pm
Friday 24 th May	Last day before half term	

Summer Term 2

WC Monday 3 rd June	Year 4 Multiplication Check (2 weeks)	
WC Monday 10 th June	Year 1 Phonics Screening Check	
Wednesday 12 th June	5NH London Trip	
Tuesday 18 th June	Year 1/2 Sports Afternoon	Arrive 1:15pm
Wednesday 19 th June	Year 3/4 Sports Afternoon	Arrive 1:15pm
Wednesday 19 th June	5TH London Trip	
Thursday 20 th June	Year 5/6 Sports Day	Arrive 1:15pm
Friday 21 st June	EYFS Sports Day	
Wednesday 26 th June	5AR London Trip	
WC Monday 1 st July	Year 6 Production	TBC
WC Monday 1 st July	Enterprise Week	
WC Monday 8 th July	Transition Week	
Friday 19 th July	Last day of term	



Swimming

I would like to take this opportunity to raise a concern with you which is something I feel really passionate about. Over the past few years, I have seen a significant decline in the number of children passing the expected standard in swimming.

The expectation, as outlined in the National Curriculum, is for Key Stage 2 pupils to 'swim competently, confidently and proficiently over a distance of at least 25m using a range of strokes.'

This year 26.6% of pupils in year 4 achieved this standard.

Detailed below are the percentage pass rates for the past 4 years:

2021-22 – 82% (Current year 8)

2022-23 – 90% (current year 7)

2023-24 – 80% -Current year 6

Current year 5 – 74.4%

As a school, we provide swimming instruction for all pupils. However, the time allocated to schools is not sufficient in teaching children to swim and pass the expected 25m.

As a parent and teacher, I plead with all parents to take the time to teach your children this important life skill. Many local pools offer discounted swimming session during the school holidays and many public pools provide swimming lessons to children from the age of 4 years old.

I really do appreciate that Covid had a significant impact on many children starting lessons and accessing swimming pools, but we are now 4 years on and the impact is very telling. If you require support in accessing a swimming pool or wish to discuss swimming lessons in the local area, please do not hesitate to get in touch with the school. We will happily support you.

Mrs Stannard

Local swim classes contact details;

Albert Avenue- 01482 614826

Ennerdale- 01482 331136

Beverley Road Baths- 01482 615986

Woodford Leisure Centre- 01482 331322

Private Local Swimming Classes

Aqua Swim School (Hymers)- 07401478708

Swim Pods (Frederick Holmes School)- 07884480013

Nuffield- 01482 321191

Total Fitness (Willerby)-

swimacademy@totalfitness.co.uk



Aspiration

Knowledge

Achievement

Staffing

I would like to make you aware of some changes to staffing from this term and for the start of Summer Term.

EYFS



Miss Jorna

This half term we have welcomed Miss Jorna back from her maternity leave.

Miss Jorna is now based in EYFS to support children with SEND.

Year 2



Mrs Schofield

Mrs Schofield will be starting her maternity leave after Easter. She is hoping to be in school for the first two weeks back to ease the children's transition to their new teacher; Miss Gardiner.



Miss Gardiner

Year 5



Mrs Chapman

When Mr Rhodes emigrated to Australia at February half term, Mrs Chapman took over his class.

She is leaving the school on Friday and the class will be taught by Mr Whitfield.



Mr Whitfield

