

10th January 2025



# Mail on Friday

## Redhill Primary Academy and Nursery

### Weekly Newsletter

Email us at: [parentcontact@redhillprimary.co.uk](mailto:parentcontact@redhillprimary.co.uk)

#### Welcome Back

Happy New Year to you all and welcome back to school.

#### Bad Weather Procedure

We would like to clarify our bad weather procedures: If there is no indication on the school website or the council website that we are closed, then the school is open.

We do not announce that we are open; we only announce when we are closed.

In the event of bad weather and the school having to be closed, parents and carers are asked to check our website at <https://redhill.ttsonline.net> or the Telford and Wrekin Website at [schoolclosures.telford.gov.uk](https://schoolclosures.telford.gov.uk)

#### Reception 2025/2026 Applications

For reception places in September 2025, applications are available via the

[Telford & Wrekin website](#)

**All parents need to apply via the Telford and Wrekin Parent Portal.**

Please note:

Parents will need to make an application to the Local Authority of where they are living; this is where they pay Council Tax to, even if they want to apply for a school in another LA area.

**If a child is attending a school-based nursery, they still need to apply for a school place.**

Parents can include up to 4 preferences on their application and we recommend that they do this, and include their catchment/nearest school.

The deadline is as follows:

**Reception: 15th January 2025**

More information around school allocations and oversubscription criteria is available on the Telford & Wrekin website.

#### YR–Y6 Drop-in Day Change

The drop-in day has been changed for this term.

It will be held on Friday and will start on Friday 17th January,

Please note that the time for the reception classes drop-ins will remain at 2.50pm.

All other year groups remain as morning drop-ins. Please remember that it is a drop-in and all parents/carers must have left before the register is due to be taken.

Please remember that we cannot accommodate pushchairs and prams in school.

#### Screens in the Earliest Years - LGfL

We know that the early years is a time of phenomenal growth. Children are like sponges, soaking up stimuli around them and developing knowledge and new skills at an incredible rate. It is also a period that has a significant impact on the rest of an individual's life, with the foundations being laid for lifelong habits. Therefore, as parents and professionals we must think carefully about the input children receive in the early years, and more so than ever before, consider the role that online activity plays. The London Grid for Learning (LGfL) has an article over on their site, examining the issue.

If interested, please click the link below:

<https://safeblog.lgfl.net/screensinearliestyears>

### Backwards Poem

A little while ago, as part of Year 6's history learning, they were shown a famous poem called 'Refugees' by Brian Bilston. The poem is cleverly-written as it is designed to first be read forwards and then backwards. Lottie, from Mrs Coughlan's class, had a go at writing her own 'backwards poem' about World War II at home - her fantastic work is below for you to enjoy. Don't forget to read it forwards first, and then backwards afterwards! Well done, Lottie.

WWII was not impactful  
So don't tell me  
Millions of lives were taken  
Because the truth is  
There have been worse wars.

It is stupid to say  
The deaths were disgraceful  
Is simply untrue  
This war had no negative impact.

### Our Value this half term: Responsibility

Thank you for all your support with the value for our second half of the autumn term, which was Friendship. Throughout November and December, children learnt the importance of a good, caring friend and how we can demonstrate friendly behaviour inside and outside of school.



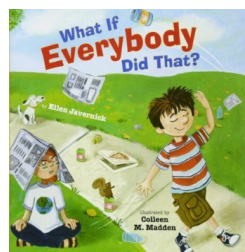
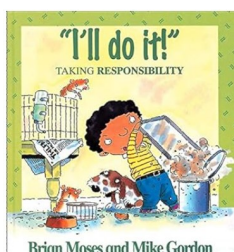
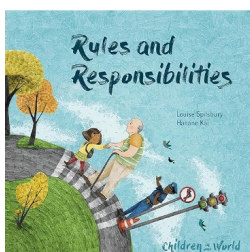
Our 'A Valued Me' core value for our first half term of spring is Responsibility.

#### **What is Responsibility?**

1. Being responsible for a job or person/people.
2. Taking care of things at school or home.
3. Helping others when they need help.
4. Being someone a person can rely on.

#### **Suggestions for parents to work with children at home:**

1. As a parent, what is your job? What are you responsible for at home and/or in the workplace? How do you feel when you do a good job?
  2. Think about when you were little and started to do things. What made you feel proud of yourself? What attitude is most productive in helping children take pride in their achievements?
  3. Allow your children to help you with easy household chores. Have fun showing them how to do things.
  4. Set aside 20 minutes when everyone helps 'make our house shine'. Allow them to help with preparing food in the kitchen, wipe something down, sweep, set the table etc. Make sure you assign something at which they will be successful. Note what they are doing and praise them for being so helpful and such a good helper. Notice when your child is being fair and affirm that positive action. Notice when your child is making an effort at a new self-care skill and praise him or her. At times, this requires allowing them to do something alone and prompting and praising, rather than more quickly doing it yourself. Verbalise what they did and that they're being responsible, taking care of themselves.
  5. Make a chart of responsibilities to record each family member's responsibilities. Make sure you help your children see the contribution they make to family functioning. Be sure to increase responsibilities as children grow and mature.
  6. Model responsibility to the community e.g. vote, give blood, take part in neighbourhood meetings etc. Point out how these activities are contributing to the community.
- See below for some reading recommendations linked to our value:



### School Census Day -- 16th January 2025

On Thursday 16th January, we have a menu change due to school census day, so please add the change to your diaries.

On this day, we provide information to the DfE which dictates how much funding the school receives.

As you know, the more funding we receive, the better provision we can provide for the children.

One of the key funding categories is how many children stay for Universal Free School Meals (UFSM) on census day.

All children in Reception, Year 1 and Year 2 are entitled to a free meal (hot dinner, jacket potato or sandwich) every day. Some parents choose not to take this offer and supply their children with a packed lunch. We always try to ensure that on census day one of the more popular meal choices is available.

This census day will see the kitchen providing a Food Tour USA menu. Please see the flyer below.

Please remember there is also the school sandwich, which you can pre-order, or the option to have a jacket potato; these are also very popular for many children.

We would like your help to try and encourage your child to take up the UFSM offer and if at all possible, try it out on Thursday 16th January.

Thank you.

# FOOD TOUR USA

**16<sup>th</sup> January 2025**

Chicken Burger

-----  
Classic Macaroni Cheese (v)

-----  
French Fries  
Steamed Sweetcorn  
Seasonal Vegetables

-----  
American Style Pancakes with  
Maple Syrup & Chocolate Sauce  
Fresh Fruit & Fruit Jelly Pots



## Young Carers

Please can you inform us if your child is a Young Carer as we may be able to offer some support.  
The Telford Young Carers website can be found at:  
<https://www.telfordcarers.org.uk>

# Young Carers: Who are they? What do they do?



## Who are young carers?

A young carer is someone **under 18** who helps look after someone in their family, or a friend, who is ill, disabled or misuses drugs or alcohol.

## How many young carers are there?

- There are **800,000** secondary school pupils in England with a caring role.
- This means there are six young carers in every secondary school classroom.



# 1 in 5

secondary school children have a caring role



The average age of a young carer **= 13** but one in ten (10%) are aged under ten

## What might a young carer do?

- Practical tasks, such as cooking, housework or shopping.
- Physical care, such as helping someone out of bed.
- Emotional support, such as talking to someone who is distressed.
- Personal care, such as helping someone dress.
- Managing the family budget and collecting prescriptions.
- Helping to give medicine.
- Helping someone communicate.
- Looking after brothers and sisters.

Being a young carer can have a big impact on a young person's development.

### Health

- Young carers are more likely to have anxiety or depression than other young people their age.
- 50% of young carers often feel stressed and 46% of young carers say they often feel lonely as a result of their caring roles.
- Almost half of young carers under eight get up in the night to care, interrupting their own sleep.

### Education

- One in ten young carers are late for school at least once a week because of caring.
- 26% of young carers say they have been bullied because they are caring for someone.
- Young carers are more than twice as likely as their peers not to be in education, training or employment when they leave school.

### Friends and family life

- 23% of young carers say their caring role has made it harder for them to form friendships.
- One in five young carers has never had a summer holiday with their family.
- More than 80% of young carers felt that their caring role affected their opportunity to take part in leisure activities.

# 1 in 10

young carers are providing a high level of care.

# 80%

of young carers may not be receiving the support they need from their local authority.

## Young carers should have:

- The time to be a young person.
- The same opportunities as their friends.
- Good support for themselves and the person they help look after.
- Their rights acknowledged.
- Help for their own support needs.



Information  
Carers.org



## What is my child learning about this term?

We are excited to start a new term and would like to share with you what topics your child will be covering during the spring term. We would also like to remind you that our whole year overviews can be found on our website here: [Curriculum Overview - Redhill Primary Academy](#)

### Reception

Spring	
A Valued Me Driver 1: Responsibility—link to learning, Healthy Me Jigsaw incl. E-safety week A Valued Me Driver 2: Empathy—link to RE Easter Healthy Lifestyles week and World Book Day	
Nursery Rhymes Science lab/Farm	Nursery Rhymes
Selection of different nursery rhymes Arrgghhh Spider-Spiders Chicken Liken-Traditional tale	Selection of different nursery rhymes 5 Little Ducks-Life cycles Trees-Non-fiction
Counting rhymes N1 Number 2 (4c's) N2 Number 5 Measure - weight	Shape Spatial awareness N1 number 1 and 2 N2 Number 4 and 5
Where do I live? Human and physical features <b>Concept: settlement and land use</b>	Weather pattern Welly walk <b>Concept: settlement and land use</b>
Old and new nursery rhymes/games— invite grandparent in to share <b>Concept: achievement</b>	What can we do now they couldn't do before? Changes over time <b>Concept: achievement</b>
Welly walk— winter/Spring changes and weather Minibeasts	Welly walk— Spring changes and weather Life cycles
Chinese New Year day <b>Concept: way of life, symbolism</b>	Hot cross buns/ Easter story <b>Concept: God, scriptures</b>
Child initiated continuous planning with child led activities Construction area, mud kitchen, snack table	Easter craft day
Child initiated continuous planning with child led activities Encouraging colour mixing of autumn colours, collage	Spring changes linking to science Pictures using different media
Nursery rhymes	Nursery rhymes
Healthy me	Relationships
Introduction to PE Unit 1	Dance
Prior/see walk	

### Year 1

Spring	
A Valued Me Driver 1: Responsibility—link to learning, Healthy Me Jigsaw incl. E-safety week A Valued Me Driver 2: Empathy—link to RE Easter World Book Day and Healthy Lifestyles week	
The UK and its capital cities <b>Concept: settlement and land use</b>	
	The Great Fire of London <b>Concept: achievement, monarchy and parliament</b>
Poetry (Rhyming and Pattern)- What is Pink? By Christina Rossetti Narrative—The Gingerbread Man.	Diary Entry—Toby and the Great Fire of London by Margaret Nash & Jane Cope Linked with History topic.
What is Pink? By Christina Rossetti The Gingerbread Man Want to Play trucks by Ann Stotts Chicken Licken Snow White Worm loves Worm by Mike Cunato Six Dinner Sid by Inga Moore My world, your world by Melanie Walsh Hug by Jez Alborough The Story of Durni Chand	Toby and the Great Fire of London by Margaret Nash & Jane Cope Ten little Pirates by Mike Brownlow & Simon Rickerby The Gruffalo by Julia Donaldson Sleeping Beauty Martin Luther King Little People Big Dreams Hair, it's a family affair by Mylo Freeman
Geometry—Shape Place Value Number—Multiplication and Division Measurement—Length and Height Measurement—Weight and Volume Number—Fractions	
Animals including humans	
	Animals
Dreams and Goals	Healthy Me (Fairtrade link)
Dance Ball skills	Dance Target games
Creating Media— Digital Writing	
Respect for Everyone <b>Concept: morals and guidance</b>	
Theatre Group - Great Fire of London Trip and Trip to our Local Library	

### Year 2

Spring	
A Valued Me Driver 1: Responsibility—link to learning, Healthy Me Jigsaw incl. online safety week A Valued Me Driver 2: Empathy—link to RE Easter World Book Day and Healthy Lifestyles week	
Settlements A look at settlements in the UK including an island home. <b>Concept: settlement and land use, population</b>	
	Life and times of a Victorian Child <b>Concept: achievement, monarchy and law</b>
Diary— The Twits <b>Texts - The Twits</b>	Narrative -Light house keepers lunch Poetry Narrative— Beach Counting
Poetry— Poems with a Rhythm —That Explains It! Kenn Nesbitt <b>Texts - That Explains It!</b>	<b>Texts - The Lighthouse Keepers Lunch</b>
<b>The Twits—Roald Dahl</b> The Big book of the UK—Imogen Russel Williams and Louise Lockhart <b>Strong - Rob Kearney and Eric Rosswood</b>	You Wouldn't Want to Be a Victorian Schoolchild - John Malam Caring for the world - Our Values <b>Somebody Swallowed Stanley—Sarah Roberts</b>
Number: Multiplication and Division Statistics	Geometry: Properties of shape Number: Fractions
	Living Things - Draw <b>Artists - John Skee</b>
Food Technology- Perfect Pizza (Fairtrade link)	
Living Things	Habitats
	Animals Healthy Me
Dance & Invasion Ball Skills (Netball and Basketball)	Athletics & Dance
Robot Algorithms	
Holy Books and Words which are Special <b>Concept: God, morals and guidance, way of life, scriptures</b>	
Southwater Library Academy- Pizza workshop	

### Year 3

Spring	
A Valued Me Driver 1: Responsibility—link to learning, Healthy Me Jigsaw incl. E-safety Week A Valued Me Driver 2: Empathy—link to RE Easter World Book Day	
Bronze/Iron Age	Local Area Study Consumption
Non-chronological report Mary Anning Narrative—Wrekin Giant Myths	Narrative—Wrekin Giant Myths Poetry-narrative poems oral readings
The Hodgeheg-Dick King-Smith	George's Marvellous Medicine-Roald Dahl
Wizziwig Malorie Blackman The Pebble in My Pocket Mary Anning (Little people Big Dreams) Great Women Who Worked Wonders- Maria Sibylla Merian-natural scientist	Macavity The Mystery Cat Great women who changed the world-Mary Anning, Marie Curie Ada Twist scientist Rose Reveree engineer Wrekin Giant Shropshire Myths-Amy Douglas
Multiplication and Division, Money, Statistics, Properties of Shape and Fractions	
Cooking Fairtrade cookies (Fairtrade link)	
Rocks and soil	Forces and magnets
Recorders, singing, listening, composition and improvisation.	
Dreams and Goals, Online Safety and No Outsiders	Healthy Me, Online Safety and No Outsiders
Animals I Like and Don't Like Carnival and Playground Games	
Dance and Tag Rugby	Dance and Hockey
Animation and Online Safety	
Hinduism Easter themed day	
Recorder festival	Shropshire Hills - Iron Age Experience

### Year 4

Spring	
A Valued Me Driver 1: Responsibility—link to learning, Healthy Me Jigsaw incl. E-safety week A Valued Me Driver 2: Empathy—link to RE Easter World Book Day and Healthy Lifestyles week	
Kenya, Makalolwe - Contrasting location Redhill to Makalolwe and surrounding areas. <b>Concept: settlement and land use</b>	
	African Kingdoms: Benin and Kush <b>Concept: achievement, conflict, empire, invasion, nation and settlement</b>
The Butterfly Lion-Michael Morpurgo	Journey to Joburg-Beverley Naidoo
Matilda by Hilary Belloc (poetry) The Akimbo Adventures by Alexander McCall Smith Fish: A tale about ridding the ocean of plastic pollution Tidy by Emily Gravett	Life Doesn't Frighten Me by Maya Angelou Aalfred and Aalbert by Morag Hood
Idia of the Benin Kingdom (Our Ancestries Aire Njinga of Ndongo and Matamba by Ekluwa Aire Salt in his shoes by Deloris Jordan Dogs don't do Ballet by Anna Kerno and Sarah Ogilvie	
Persuasive writing, science link (cars and uniform) Poetry-exploring form, Tanka	Stories from around the world (Africa)
Number: Multiplication and Division Measurement: Area Number: Fractions	Number: Fractions Number: Decimals Statistics
Drawing / Printing Curriculum link - Africa (Geography) Story writing (Literacy) Artists - Esther Mahiangu (contemporary) Camilla Walala (contemporary) Yinki Llori (contemporary)	
Respecting our Environment Learning to play the recorder Recorders	Cooking Githeri - A Kenyan traditional meal (Fairtrade link) Digestion
Dreams and Goals No Outsiders + Online safety	Healthy Me No Outsiders + Online safety
Family Tree and Faces Dance- African /Football	Celebrating Carnival/Body Parts Hockey//Basketball
Unit 2: Audio editing and online safety How do we show we care? What is it like to follow God? Easter themed day <b>Concept: morals and guidance, symbolism</b> Visitors in school to support topics e.g. dentist, chef Library visit, church visit, Recorder Festival	

## Year 5

<p>Spring</p> <p>A Valued Me Driver 1: Responsibility—link to learning, Healthy Me Jigsaw incl. E-safety week</p> <p>A Valued Me Driver 2: Empathy—link to RE Easter</p> <p>World Book Day and Healthy Lifestyles week</p>	
Anglo Saxons	
	North America—Physical Features
<p><b>Narrative</b></p> <p>Dystopian story linked to Floodland</p>	<p><b>Non Narrative</b></p> <p><b>Comparative Report/Discussion Texts</b></p> <p>Linked to Anglo Saxons</p>
Floodland, NF What is a cathedral?	
I am not a label (biographies), Poems from other cultures, Patina	
Multiplication and division (written strategies), fractions, decimals, percentages,	
Food—French gallettes ( <b>Fairtrade link</b> )	
Mixtures and Reactions	
Singing in parts, Frere Jacques (French Link) Recorder	
Dreams and Goals, No Outsiders and Online Safety ( <b>Fairtrade link</b> )	Healthy Me, No Outsiders and Online Safety
Healthy Eating—Going to Market	Clothes, Colours, Fashion Shows
Gymnastics Tag Rugby	Dance Hockey
Vector Drawing + Online Safety	
<p><b>Keeping Five Pillars (Islam)</b></p> <p>Easter themed day</p>	
Mosque Visit	

## Year 6

<p>Spring</p> <p>A Valued Me Driver 1: Responsibility—Healthy Me Jigsaw incl. Online Safety Week</p> <p>A Valued Me Driver 2: Empathy—link to RE Easter</p> <p>World Book Day</p>	
Amazonia—Comparison of Brazil and UK	
<b>Concept: settlement and land use, development</b>	
	Vikings
	<b>Concept: conflict</b>
<p><b>Non-narrative</b></p> <p>(reports and biographies linked to Brazil topic)</p> <p><b>Narrative</b></p> <p>(linked to Pele—Brazil topic)</p>	<p><b>Non-narrative</b></p> <p>(reports linked to Vikings topic)</p> <p><b>Narrative</b></p> <p>(linked to Viking Boy)</p>
<p><b>Viking Boy—Tony Bradman</b></p> <p>Non-fiction Comprehension</p> <p>Poetry—The Way Through the Woods, The Dragon of Death</p>	
<p><b>Troofriend</b></p> <p>Poetry—Timothy Winters</p> <p>The Only Way is Badger</p> <p>A Day in the Life of Marion Bundo</p> <p>Introducing Teddy</p>	
Number: Decimals	Measurement: Perimeter, Area and Volume
Number: Percentages	Number: Ratio
	Number: Algebra
Living things	Electricity
Singing, listening & composition	
Jigsaw: Dreams and Goals	Jigsaw: Healthy Me + Sexual Harrassment
No Outsiders + Online safety	No Outsiders + Online safety
Playing and Enjoying Sport	Funfair Favourites
Dance and Football	Hockey and Basketball
Variables in games + Online safety	Online safety
Easter themed day	

### How we Ensure the Safe and Appropriate Use of Artificial intelligence

We recognise that the use of artificial intelligence (AI) can help to positively affect teacher workload, develop pupils' intellectual capabilities and prepare them for how emerging technologies will change workplaces. While there are many benefits to the use of AI tools, the content they produce may not always be accurate, safe or appropriate, and could lead to malpractice. We acknowledge that generative AI tools can be used to produce content that is dangerous, harmful, and inappropriate. We will follow the procedures set out in the Child Protection and Safeguarding Policy and the Online Safety Policy to ensure that pupils are not able to access or be exposed to harmful content.

Pupils will be taught about the risks of using AI tools and how to use them safely. Pupils will be made aware of how to report any concerns or incidents involving generative AI, and who to talk to about any issues regarding the use of AI tools.

All staff members will receive training on the safe use of AI as part of their online safety training, which is regularly updated. In addition, we ensure that the appropriate filtering and monitoring systems are in place to protect pupils online, following the DfE's filtering and monitoring standards.

### Borrowed Clothes

Please remember that if your child comes home in borrowed school clothes, to return them to school after washing. Unfortunately, we are now really low on clothes so please return asap. Thank you.

### Smart Watches

To safeguard and protect children, smart watches are not allowed to be worn at school due to the functions children would have to film, take photographs, record conversations and access social networking sites.



## *Happy New Year and welcome back from*



THE FRIENDS OF REDHILL!



We're really looking forward to getting all the children together this term to make more memories whilst raising money for the school. Can you spare a few hours of your time to help at events, pack goody bags, sell raffle tickets etc? Being a friend is rewarding and fulfilling, but above all it's good fun! It's a great way to get involved with the school and make new friends. We are always looking for new people with creative and fun ideas for events, so if you have any fundraising ideas, please do get in touch with us via:

Facebook: Friends of Redhill Primary Academy

Email: [redhillfriends@outlook.com](mailto:redhillfriends@outlook.com)

A huge thank you to all who have logged on and registered with Easy Fundraising. It's so easy to do; it costs you nothing but makes us so much money. Have you signed up yet? If you shop at Asda, go online, and register with easy fundraising. Book a slot for your groceries, check out your order, and once it's confirmed, we get paid. Booking a holiday, car/home/pet insurance, Amazon, clothes shopping, JustEat and so many more? We will get paid for you to buy it! There is no catch, just cash! The more you go through the fundraising app to buy your normal items, the more cash is raised for your school with no additional expense to you.



Please visit: <https://www.easyfundraising.org.uk/causes/redhillprimaryacademy/>

We look forward to announcing some exciting events for 2025!

