

Science Week

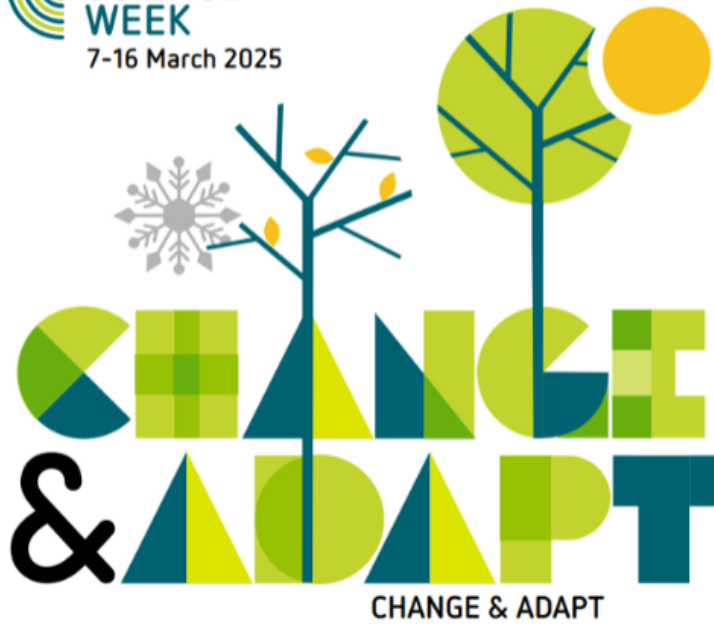


Across the school, we have been celebrating British Science Week and there have been many moments of scientific awe and wonder!



Convention on the Rights of the Child
Article 29: Goals of Education





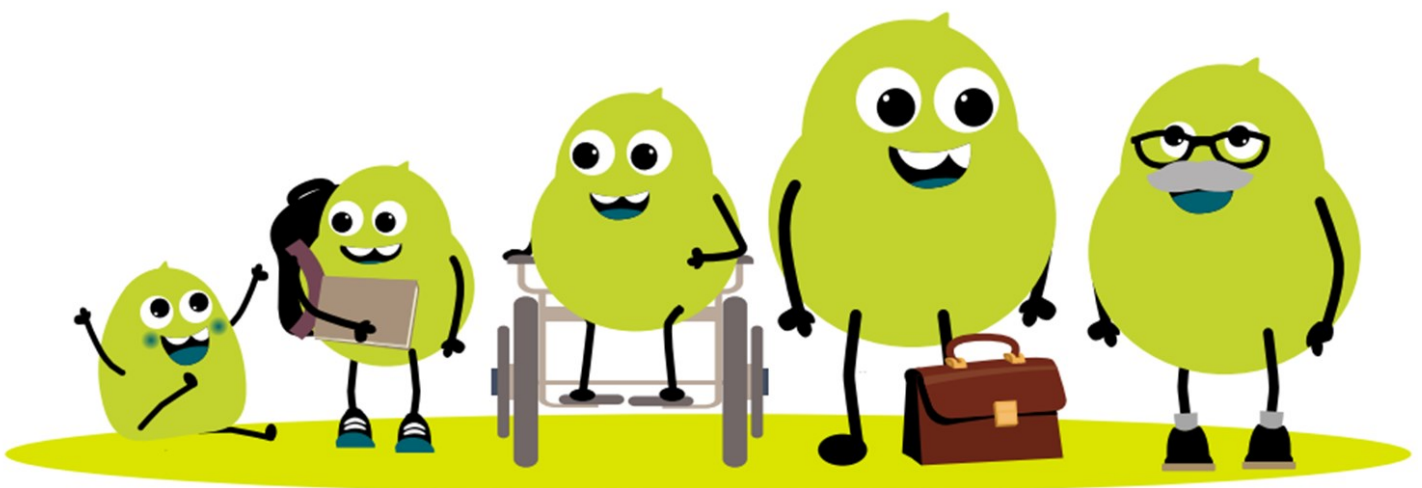
British Science Week 2025 is a ten-day celebration of science, technology, engineering, and maths (STEM) taking place from 7 to 16 March 2025 across the United Kingdom.

Organised by the British Science Association, the event aims to engage people of all ages in STEM activities and raise awareness about the importance of these fields.

Each year, British Science Week features a variety of events, workshops, and activities designed to inspire and educate children about scientific advancements and discoveries. In 2025, the theme is **"Change and Adapt,"** encouraging pupils to explore how science and technology evolve in response to changing circumstances.

At school, every class has joined in with British Science Week. Pupils have enjoyed live, online lessons and practical science activities allowing them to ask and answer scientific questions, make predictions and observations, take measurements and record results, hypothesise and draw conclusions. It has been a fun and hands-on way to learn about different concepts and develop skills.

Each year group was set a scientific challenge during an online lesson. You can see how the children responded on the next few pages.





Science Week



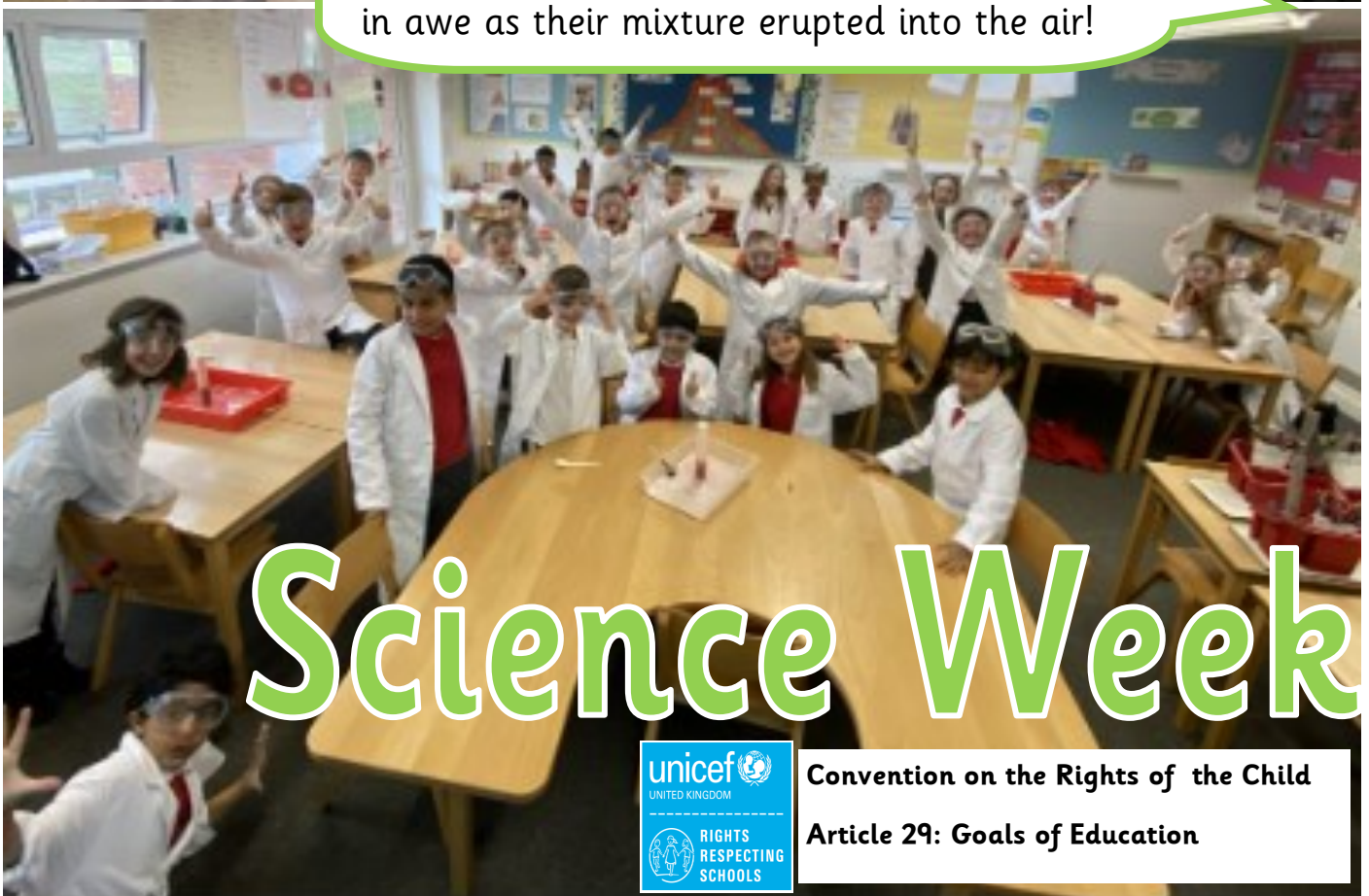
Year Three

Year Three investigated chemical reactions by making “exploding” volcanoes.

Year Three



After mixing water, bicarbonate of soda, washing up liquid and food colouring, the children carefully added vinegar and watched in awe as their mixture erupted into the air!



Science Week



Convention on the Rights of the Child

Article 29: Goals of Education

Reception

Reception pupils investigated camouflage. They worked in the Forest School area, collecting 'caterpillars' made from different coloured strands of wool.

Science Week



Reception

Afterwards, the children hid their “caterpillars” in the grass, then challenged each other to think like hungry birds and find them. They had to work out whether changing the colour of the wool affected how easy they were to find.



Science Week

Science Week

Year Four investigated how the surface of a cylindrical object (a bottle) affects how far it rolls. Their challenge was to get the bottle to roll as far as possible. Children needed to plan and carry out a comparative test using different types of material such as sandpaper, tin foil, paper and clingfilm.





Year Four

Year Four also became “Desert Island Survivors,” learning useful skills for staying alive when marooned after a shipwreck.

The children explored water purification, built shelters to withstand natural disasters and created boats sturdy enough to “escape.”

Science Week





 **BRITISH
SCIENCE
WEEK**
7-16 March 2025



Science Week

Year 5 faced two challenges. The first was to find the best material to filter microplastics from the ocean. The children used sand to represent the microplastics and tried filtering with materials including paper, cloth and card.

The children also explored friction by building marble runs. There was a competition at the end of the day to see which run made the marble move the slowest.

Year Five

MICROPLASTIC POLLUTION PROBLEM



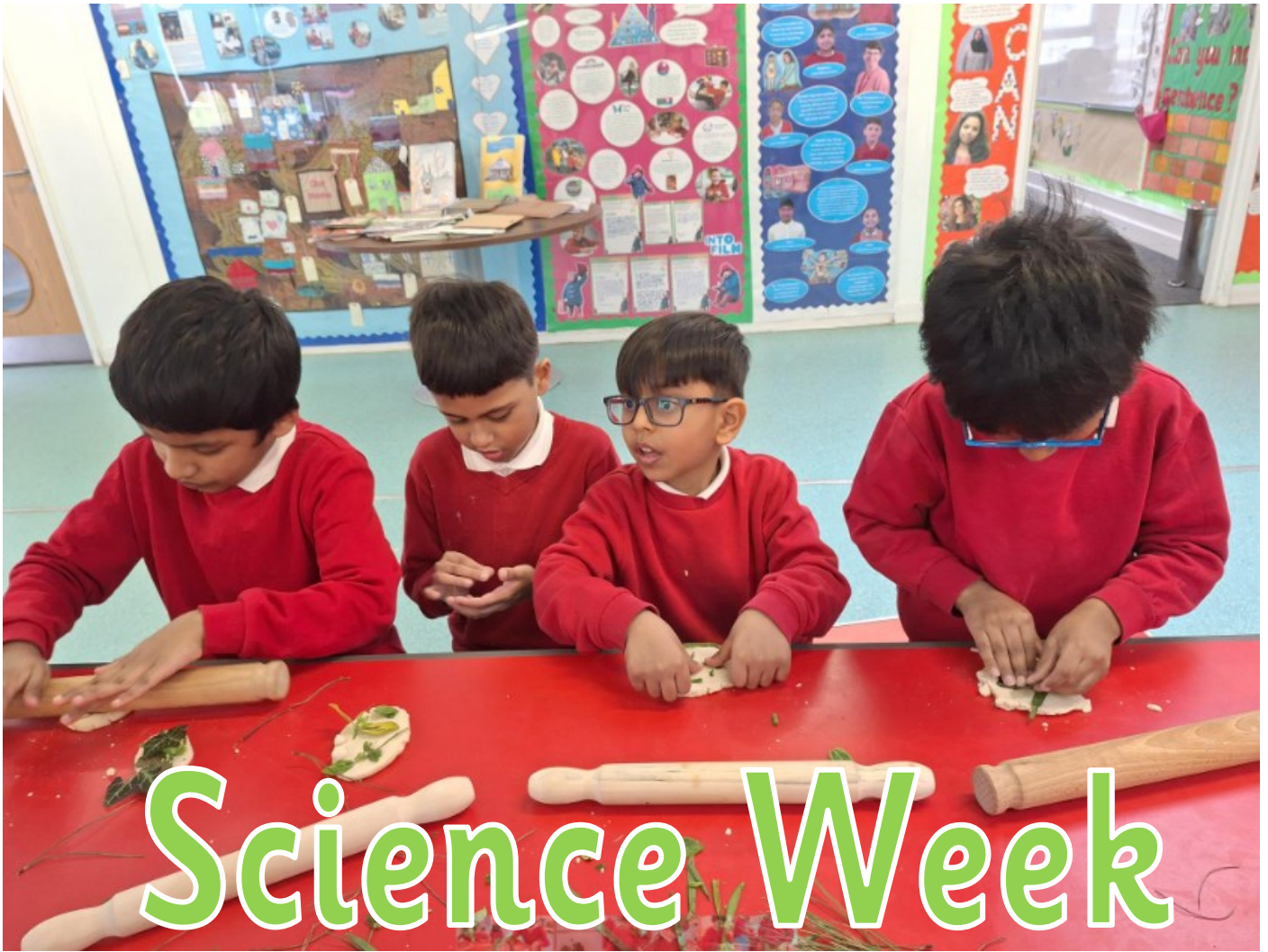
Saplings



Science Week

Children in Saplings, explored the science of colour by mixing different shades using poster paint. Only primary colours were allowed but pupils still managed to make blue, orange, brown and purple.





Science Week

Saplings also learn about plant biology and what flowers need to grow. The children planted irises in containers and then made their own plant art using salt dough and leaves found in the Forest School area. The children were careful not to pick the bluebells because they are a protected species.

Saplings



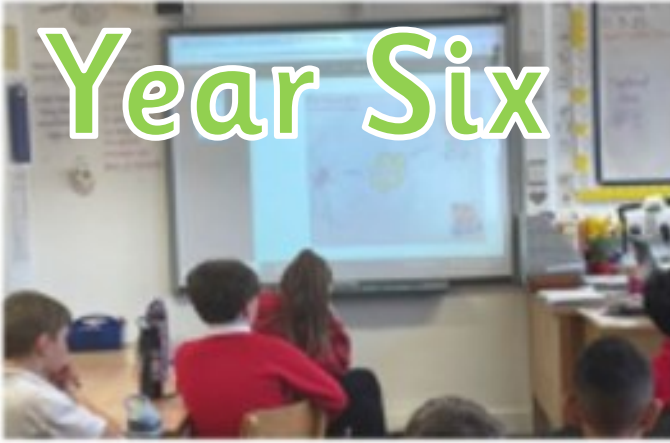
Key Stage One enjoyed a science themed assembly all about the refraction of light and the formation of rainbows. Pupils learnt that rainbows are formed when sunlight is scattered from raindrops into the eyes of an observer and they saw a real life demonstration.



Science Week



Year Six



Science Week

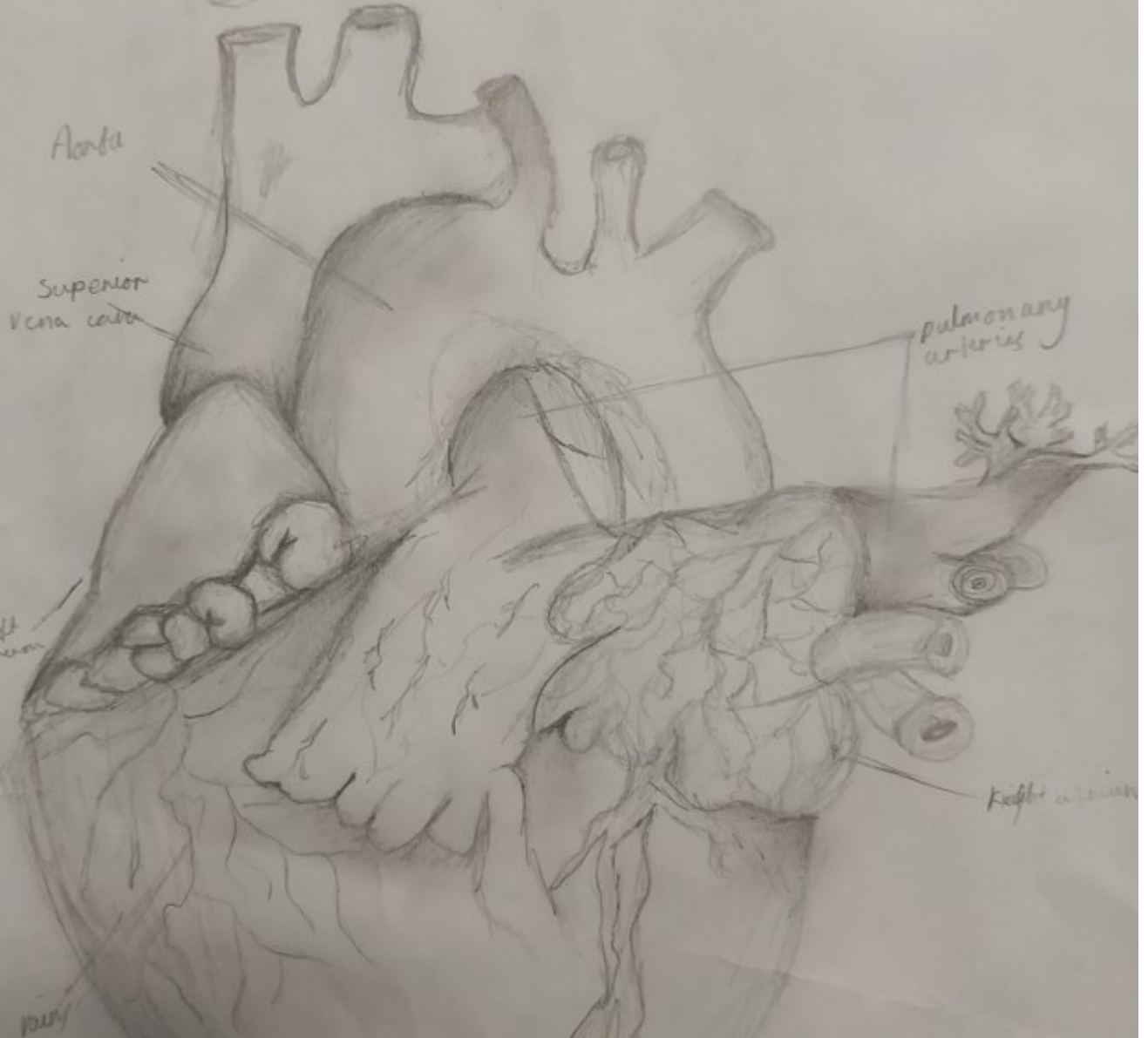
Year Six explored the gas carbon monoxide and learnt about its harmful effects.

Pupils found out that a carbon monoxide alarm in your house should be three metres away from the gas appliances you own. They came up with actions to demonstrate that carbon monoxide is a colourless, odourless gas that you cannot hear, see, touch, taste or smell.

They then thought about the floorplans of their houses so they could identify where the gas appliances are in their own homes.

Year Six

Heart

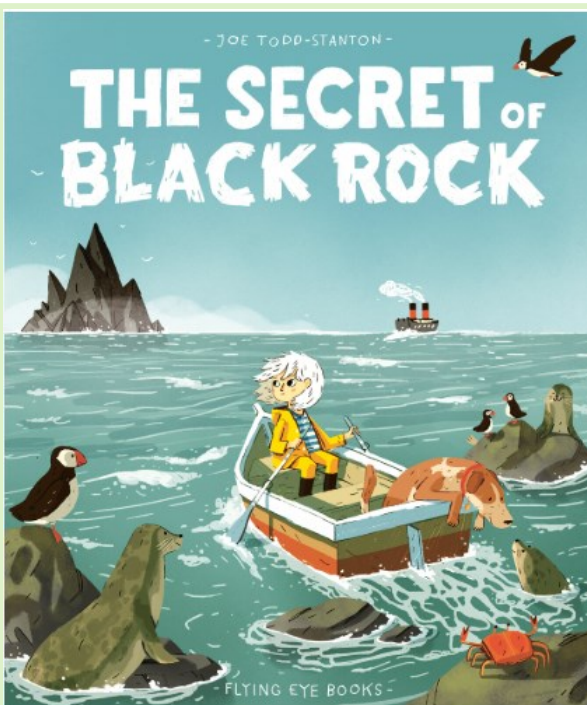


Science Week

Year Six pupils also learnt about the circulatory system and the role the heart plays in moving blood around our body. They drew diagrams of the heart and carefully labelled them.



Year Two



Year Two listened to the story of 'The Secret of Black Rock'. Which features many different sea creatures.

After researching facts about the animals in the story, the children worked in groups to choreograph a dance and, once complete, the children performed in front of the class.

There were lots of expressive jellyfish, koi carps and anglerfish!

Science Week



Girls' Football



A special well done to the Sydenham girls football team who competed in the Central Warwickshire girls tournament at Leamington FC. Over the season they have been unbeaten winning 5 games and drawing one game.



Convention on the Rights of the Child
Article 15: Freedom of Association

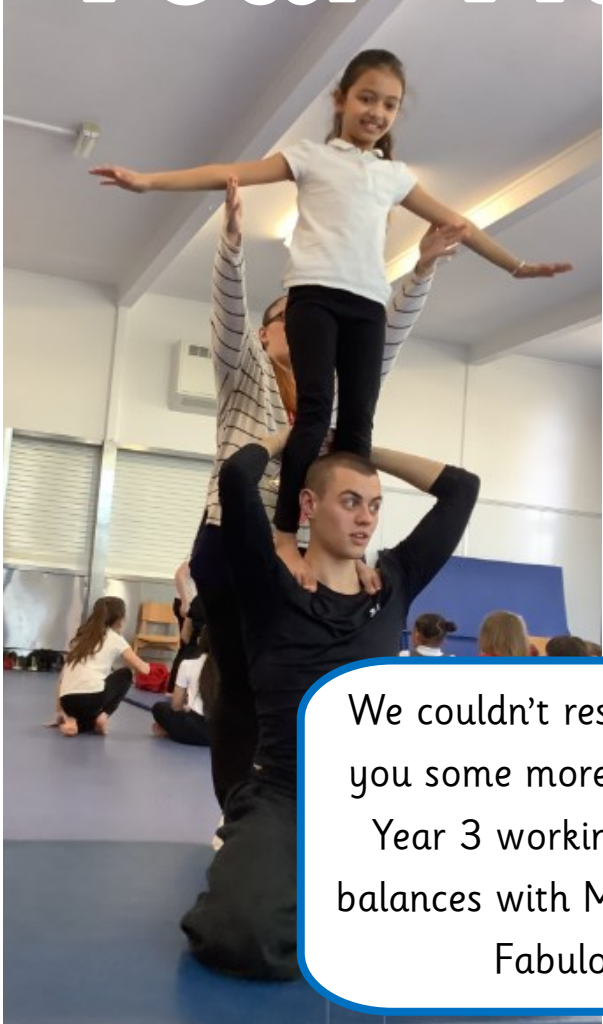


Convention on the Rights of the Child

Article 31: Leisure, Play and Culture



Year Three Dance



We couldn't resist showing you some more pictures of Year 3 working on their balances with Motionhouse. Fabulous!

Warwickshire SEND and Inclusion Strategy 2024 – 2029



A yellow-bordered banner for a webinar. It features an illustration of a woman pushing a child in a wheelchair and a man standing. The text reads: "Parent Carer Webinar Tuesday 18 March 2025 12.30pm - 1.30pm". Below this, in a red rounded rectangle, it says: "Warwickshire's SEND and Inclusion Strategy 2024-2029: Presentation and Q&A". At the bottom, there are logos for Childline, Warwickshire County Council, NHS Coventry and Warwickshire Integrated Care Board, IMPACT, and Warwickshire Parent Carer Voice.

The new **Warwickshire Special Educational Needs and Disabilities (SEND) and Inclusion Strategy 2024-2029** has been published and is now live on the county council website, and parents, carers, and others with an interest in SEND, are invited to sign up to a one-off webinar on **Tuesday 18 March, 12.30 - 1.30pm** to learn more.

The first part of the session will consist of a presentation outlining the main aims and six priorities included within the strategy and the actions identified to deliver these over the next five years. This will be followed by a live Q&A, providing an opportunity for attendees to ask questions about the strategy.

Register today - to sign up to the webinar please complete a short form - <https://www.warwickshire.gov.uk/news/article/6062/new-warwickshire-send-and-inclusion-strategy-2024-2029-launches-with-special-webinar-in-march>

For those unable to attend on the day, the presentation element of the session will be recorded and made available after the event on **Warwickshire's Local Offer pages**.



Convention on the Rights of the Child

Article 18: Parental Responsibilities and State Assistance

Warwickshire Schools' Inclusion Charter

Inclusion is Everyone's Responsibility

Our Vision:

For schools to be places where everyone feels valued, included, safe, supported and welcome. We will work together to enable all our children and young people in Warwickshire to lead a fulfilling life and be part of their community.

The Charter:

This charter sets out what all children and young people and their families should expect from schools in Warwickshire, in line with the SEND Code of Practice.

Welcome and Care

We will:

- Understand that every child is an individual
- Recognise the value of inclusion
- Make time to get to know you and what is important to you and your family
- Establish and build on positive relationships
- Make time to respond to your needs
- Work closely with all relevant people to ensure successful transitions
- Ensure children and young people's voices are at the heart of all we do



Communicate

We will:

- Listen calmly and respectfully, with patience, ensuring you feel heard and understood.
- Establish how to provide and seek information in a way you can access and understand
- Recognise all behaviour is a form of communication
- Explain what can be done and any limitations
- Communicate in a way that means you can participate in planning and decision making
- Provide clear guidance on who to contact and respond promptly
- Make you comfortable by using positive and helpful language
- Create and maintain communication friendly environments



Developing and nurturing each of these commitments to build

TRUST



Value and Include

We will:

- Remember inclusion is everyone's responsibility
- Be proactive in providing reasonable adjustments
- Ensure our SENCo is able to support families and staff
- Inform and support you of any planned changes as soon as possible
- Ensure that children and young people with SEND are valued and included in pupil voice activities
- Identify needs early and assess, plan, do, review with support from appropriate agencies
- Ensure our children and young people have a trusted person who checks in with them at least weekly
- Have a 'can do' attitude and build on everyone's strengths
- Recognise and meet the training needs of our staff



Work in Partnership

We will:

- Give you opportunities to share your views
- Do our best to understand and consider your ideas
- Involve you in developing shared plans for you and our school
- Value you as an equal partner and recognise your experience and knowledge
- Understand that every family is different and has different resources
- Engage with community groups
- Collaborate across settings to share good practice
- Work together with you and other people to recognise need and support you on your journey as a family



Signatures:

Leader of Warwickshire County Council

Chair of Warwickshire Parent Carer Voice

On behalf of Schools Consortia and Area Networks

On behalf of IMPACT (Young People's Forum for SEND)





Moving up

www.inourplace.co.uk/moving-up

Resources to Support Transition to a New School

Moving up to a new school is a big change for children and parents or caregivers. It's a new stage of growing independence and separation. fears and worries are a normal part of this transition. As parents, your role is to help children cope with and overcome their fears, to nurture them to feel brave and capable.

New resources created by psychologists and Balsall Common Primary school are now available at www.inourplace.co.uk/moving-up to promote connected relationships between parents and children as they navigate changes from nursery to primary and primary to secondary. These resources are free and aim to help children thrive in their new school environment



For parents of children moving up to a new school

Moving up

Healthy Smiles Start At Home

As parents and carers, you play a vital role in helping your child build lifelong habits for strong, healthy teeth.

This year's theme reminds us that good oral hygiene is important for your child's overall wellbeing - "A happy mouth is a happy mind!"

Why Oral Health Matters

Did you know that poor oral health can affect a child's overall wellbeing, including their ability to eat, speak and even perform well in school?



Brush Twice a Day

Encourage your child to brush for two minutes, morning and night, using fluoride toothpaste.



Floss Daily

Cleaning between your teeth helps to prevent cavities and other health issues with your teeth and gums.



Healthy Snacking

Limit sugary snacks and drinks - water is the best drink for your teeth and overall health.



Regular Check-ups

Visit the dentist twice a year to catch any health problems early.



Tooth decay is one of the most common childhood diseases, but the good news is that it's largely preventable with the right habits.



Promoting Healthy Sleep at Home

Building a Bedtime Routine

Step One



It's best to start your routine at least 1 hour before bedtime.

Settling Down

Turn off any screens to reduce blue light exposure and let your child choose a calming activity like reading, colouring or a puzzle.



Step Two

Get Ready For Bed

A warm bath can help soothe and settle your child before going to sleep.

Put some comfy pyjamas on and make sure they brush their teeth - help them with this step to ensure good dental hygiene.

Step Three

Create a Sleep Friendly Environment

Keep their bedroom cool, quiet and dark. Remove distractions such as noisy toys or screens. Some children may prefer a nightlight and some soft music/sounds to get to sleep.



Step Four

Set a Consistent Sleep Schedule

Go to sleep at the same time each night - even on the weekend. Help your child to understand that their body needs rest to play and learn better.



QUICK TIPS

- **Be a role model** - show your child that sleep is important by keeping your own bedtime routine.
- **Avoid sugary snacks and caffeine** - no chocolate, fizzy drinks or energy drinks before bed!
- **Encourage outdoor play** - daily physical activity helps children with their sleep.
- **Make bedtime fun** - use a bedtime chart and stickers to celebrate a good routine.



World Book Day 2025

Celebrate World Book Day

Inspire a Love of Reading at Home!

As parents and carers, you can play a key role in developing a love of reading for your child at home.

Why reading matters:

Improves vocabulary and communications skills

Boosts imagination and creativity

Supports academic success in all subjects

Ways to Promote Reading at Home

- Read together daily** - Even 10-15 minutes a day makes a big difference. Let your child choose books they enjoy.
- Create a reading-friendly environment** - Have books available at home to encourage reading.
- Visit your local library** - make trips to the library a fun activity to explore new books.
- Try some audiobooks** - discover different ways to experience stories.





Should I keep my child off school?

Yes

Until...

Chickenpox	at least 5 days from the onset of the rash and until all blisters have crusted over
Diarrhoea and Vomiting	48 hours after their last episode
Cold and Flu-like illness (including COVID-19)	they no longer have a high temperature and feel well enough to attend. Follow the national guidance if they've tested positive for COVID-19.
Impetigo	their sores have crusted and healed, or 48 hours after they started antibiotics
Measles	4 days after the rash first appeared
Mumps	5 days after the swelling started
Scabies	they've had their first treatment
Scarlet Fever	24 hours after they started taking antibiotics
Whooping Cough	48 hours after they started taking antibiotics

No

but make sure you let their school or nursery know about...

Hand, foot and mouth	Glandular fever
Head lice	Tonsillitis
Threadworms	Slapped cheek



SCAN ME

Advice and guidance

To find out more, search for **health protection in schools** or scan the QR code or visit <https://qrc0.de/minfec>.



UK Health
Security
Agency

Stop norovirus spreading

Norovirus, also known as the 'winter vomiting bug', is the most common stomach bug in the UK. It can spread easily through close contact, or by contaminated surfaces, food or water.

The main symptoms of norovirus include a sudden onset of nausea, followed by projectile vomiting and diarrhoea, usually 1 to 2 days after becoming infected. Other common symptoms include a high fever, a headache and aching arms and legs.

Good hand hygiene is important to stop norovirus spreading.

To stop norovirus spreading, you should:

- wash your hands thoroughly using soap and warm water after using the toilet or contact with a sick individual and before preparing and eating food.
- stay off school or work until you have not been sick or had diarrhoea for at least two days
- not rely on alcohol gels instead of washing your hands, as these do not kill the virus
- wash any contaminated clothing or bedding using detergent at 60°C using disposable gloves to handle any items
- use bleach-based cleaners to disinfect surfaces

If you catch it, stay home for 48 hours after your symptoms clear

DO



Wash clothes and bedding at 60°C



Wash hands with soap, clean surfaces with bleach-based disinfectants



DON'T



Go to work or school, visit care homes or hospitals



Prepare food for others



Most people will make a full recovery in 2-3 days without needing any medicine. It is important to keep hydrated – especially children and the elderly.

Try not to visit A&E or GP surgeries if you have symptoms of norovirus unless advised to do so by a healthcare professional, as this may spread the bug to others. Call ahead to a GP or ring NHS 111 if you are worried about your symptoms.

Further information is available at NHS 111 or NHS.uk (<https://www.nhs.uk/conditions/norovirus/>)



Mental Health in Schools Team Tips For Wellness



Self-Care

Self-care is all about the little things we do to help ourselves feel better or to keep ourselves feeling good. This is a great way to look after our mental health and wellbeing. Self-care involves 'checking in' with yourself and thinking 'how do I feel today?' and understanding 'what do I need today?' Self-care looks different for everybody. What works for one person may not work for someone else!

Our tips for self-care:

- Taking time-out when we are feeling overwhelmed.
- Making time for an activity which makes us feel good e.g., taking a bath, listening to music, going for a walk, or playing a game you enjoy.
- Doing the basic things to look after ourselves e.g., eating and sleeping well.
- Practise self-care by asking yourself the questions in the box below:

How do I feel today? What do I need today? Do I need physical or mental self-care? When can I add self-care into my day? Make time to do it! Repeating these Self-Care check-ins at least once each day can help improve our mental health.

Make time for a relaxation activity. Scan the QR codes below for more information around self-care. Why not try the mindfulness activities in the QR codes below too!

Primary resources:



Self-Care



Mindfulness

Secondary resources:



Self-Care



Mindfulness

Watch the Mindfulness animation! The Mindfulness in Schools Project has lots of other great resources too.

In Coventry and Warwickshire, for any urgent mental health concerns, contact the RISE Crisis Helpline available 24/7, by calling NHS 111. Alternatively, call 999 or visit A&E in an emergency, for example if medical attention is required.

MHST are available to support you and your school throughout the school year including term time and school holidays.

Please contact your school's Mental Health Lead for information and advice.



**SCHOOL DAYS ARE
PACKED WITH
MOMENTS OF...**

**CURIOSITY, WONDER
AND CONNECTION.**

**SEARCH 'ATTENDANCE'
ON THE EDUCATION HUB**

**MOMENTS
MATTER,**

**ATTENDANCE
COUNTS.**



HM Government



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BOYS PDC SESSION

Sunday mornings

North Leamington School

CV32 6RD

9am - 10am

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SAFELINE'S PARENT WORKSHOP

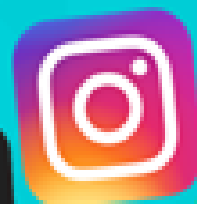
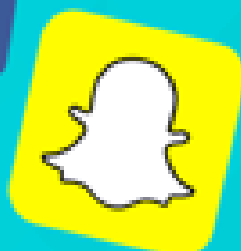
HOW TO KEEP YOUR CHILD SAFE ONLINE!

**Online Safety Workshop
Wednesday 9th of April 2025
5-6pm**

This workshop provides key knowledge around how social media/apps can be used safely and the risks/dangers of the online world.

If you would like to attend please confirm by emailing ramandeepd@safeline.org.uk please include your child's school name

Please join by going into Zoom and putting in Meeting ID: 765 294 7590



Seek new horizons



Experience life

at Warwick School
at our Year 5 Taster Day

Saturday 5 April 2025

Sign up at
warwickschool.org/key-dates



Book Token Winners



Here are the four winners of our competition to design a book token.

The children came up with lovely designs and were awarded a £10 book token of their own. Congratulations!



Convention on the Rights of the Child
Article 29: Goals of Education



Sydenham Superstars



YR and Key Stage One



Key Stage Two