

Head Teacher: Mr Paul Prigg

MESSAGE FROM THE HEAD TEACHER

SATs Week:

This week our Year 6 children completed their SATs and demonstrated such resilience and maturity in their approach. It can be a more emotional week, but thanks to your support with children arriving and settling into SATs breakfast club and hard work of all the staff at school, it has gone really smoothly – well done all.

Arbor update:

Thank you all for your patience and support as we moved across to Arbor. The lovely ladies in the office have worked incredibly hard to move across to the new programme, which has been really smooth. We understand that there are some issues for certain parents with logging in. As we intend solely move to Arbor bookings post half-term and in-app messaging, if you haven't logged in then you will need to as soon as possible. If you are having issues, please see the office and send across screen shots, so we can follow this up.

Uniform:

As we enter the summer period, please can I remind you that children must be in full school uniform. We have seen an increase in non-school cardigans and jumpers and trainers. If you are needing support with this, please don't hesitate to come and see us.

Please make sure your child has a full PE kit too – we have seen a lot of sports kit that is not our uniform.

A busy one ahead:

There are many events coming up over the next term, please keep an eye out on the calendar.

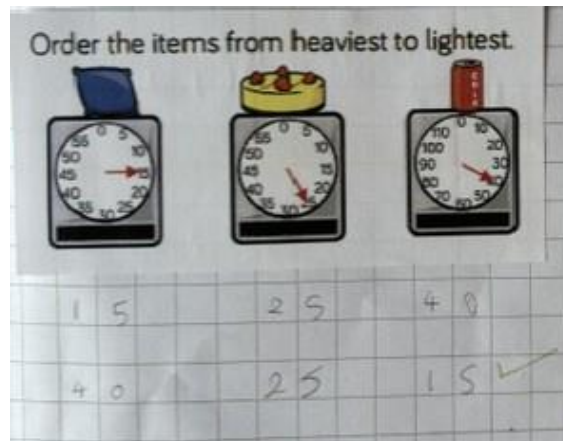
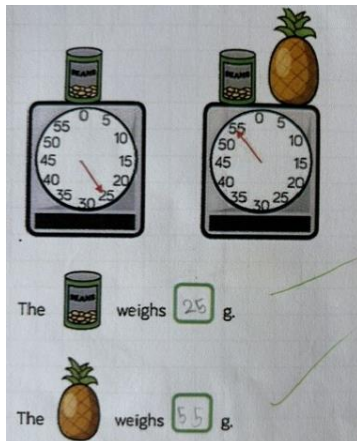
Have a lovely weekend!

Paul Prigg

www.carnforthschool.org | 01905 701099 | office@carnforthschool.org

Maths at Carnforth

Year 2 have been using measurement to identify the different weights in objects and comparing them to each other.

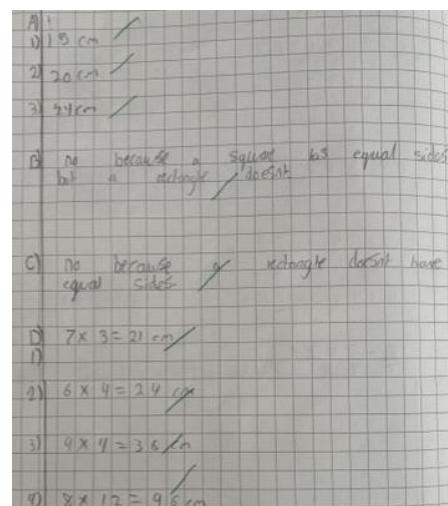
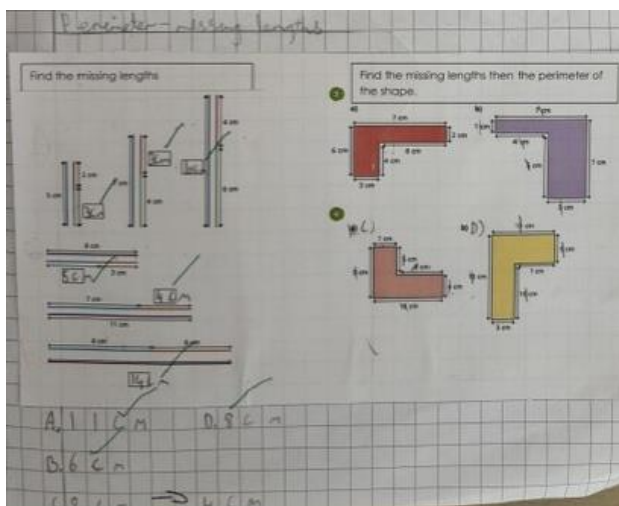


Year 3 have been using reasoning and problem-solving skills to answer addition and subtraction word problems.

Word Problem	Visualise	Number Sentence
Yanik has got 8m and 32cm of cable. He wires in a light and has got 3m and 69cm left. How much less does he have now?		$832\text{cm} - 369 = 463\text{cm}$ ✓
Gemma's garden shed is 2m and 18cm tall. She adds a windmill which makes the shed 5m and 37cm tall. How tall was the windmill?		$537\text{cm} - 218\text{cm} = 319\text{cm}$ ✓

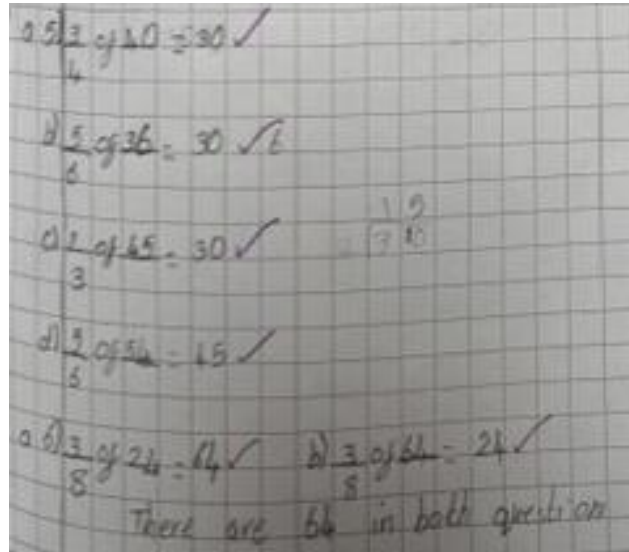
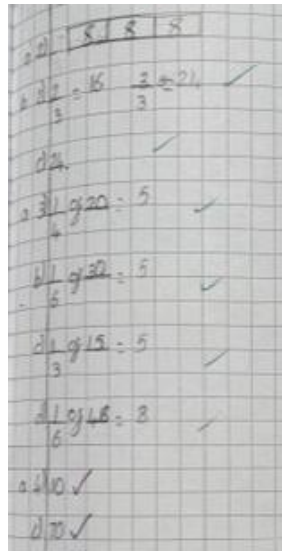
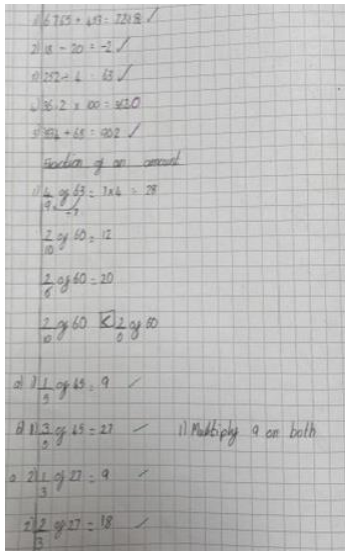
Word Problem	Visualise	Number Sentence
Mike has 324cm of rope. Billy has 4m and 57cm of rope. How much rope do they have altogether?		$324\text{cm} + 457\text{cm} = 781\text{cm}$ ✓
Rosa ran 8m and 82cm. Her brother ran 3m and 94cm. What is the difference between their running distance?		$882\text{cm} + 394\text{cm} = 1276\text{cm}$ ✓

Year 4 have been finding missing lengths within shapes and have had to reason to say why the missing lengths are the length that they are saying.

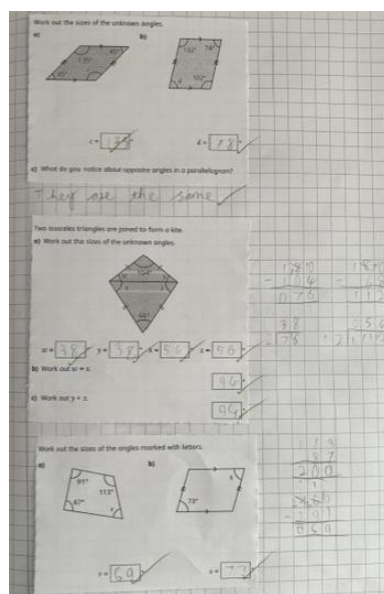
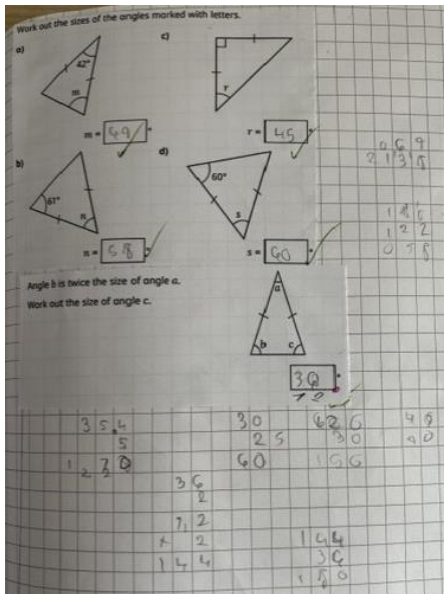


MATHS continued

Year 5 have been finding fractions of amounts and comparing these to each other.



Year 6 have been identifying angles within triangles and quadrilaterals and have used known facts to find missing angles.



LETTERS HOME in April and May

If you haven't received any letter that is relevant to your child's year group, please call into the office

FSM Pupils : FSM Supermarket Voucher letter from Worcestershire County Council

Year 1 : Swimming Lessons

Year 6 : Permission to Walk Home Alone

Whole School : Fairfield Centre Extension Works from Learning Services Worcestershire

Reception : Vision Screening

Whole School : Sports Day and Family Picnic

Year 6 : Big Bang Fair trip

Year 6 : Swimming Lessons

Reception : Weston Super Mare trip

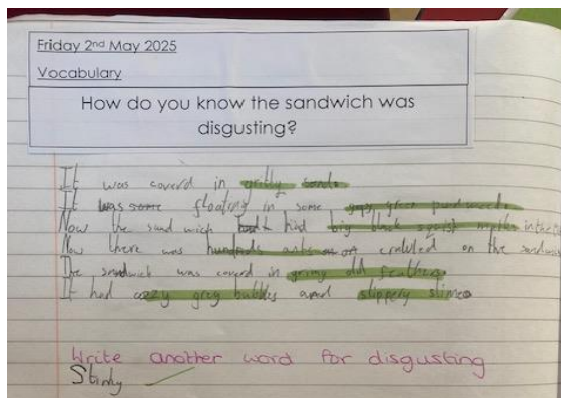
READING

Reception have been reading and learning the story 'The bad-tempered ladybird'. They spotted that it was written by the same author (Eric Carle) as their last story 'The very hungry caterpillar'. Izzi thought the story was funny because "the ladybird kept telling the animals they weren't big enough."

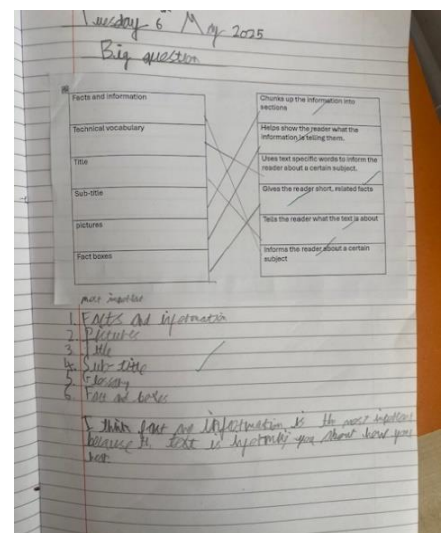
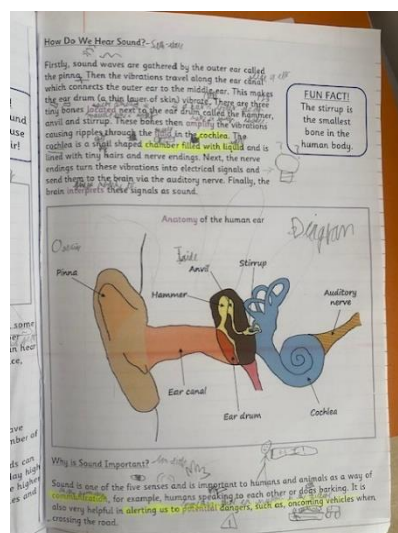
 The Bad-Tempered Ladybird
Eric Carle



Year 2 have been exploring the text 'The disgusting sandwich'. They used the front cover to look for clues and to predict what the story would be about. Then they used evidence from the text and some super vocabulary to answer the question "How do you know the sandwich was disgusting?".

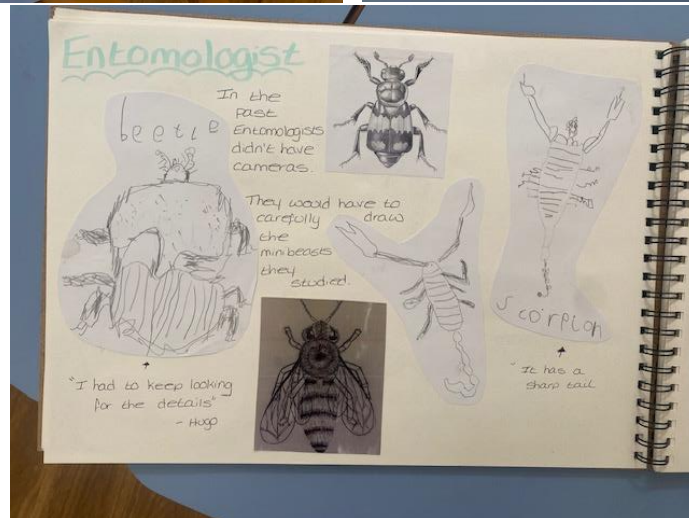
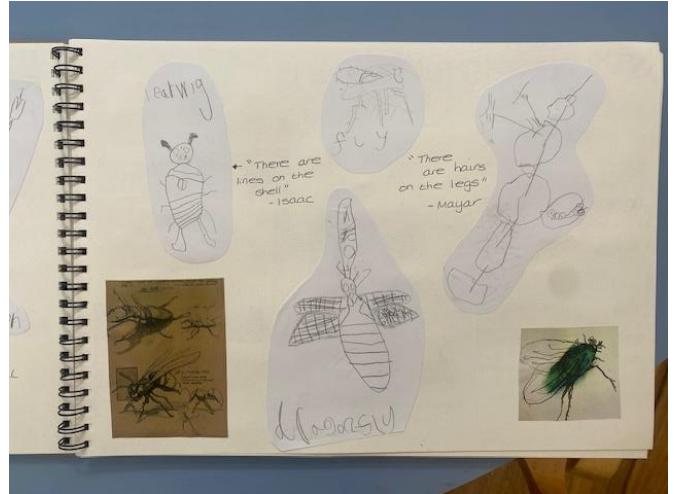
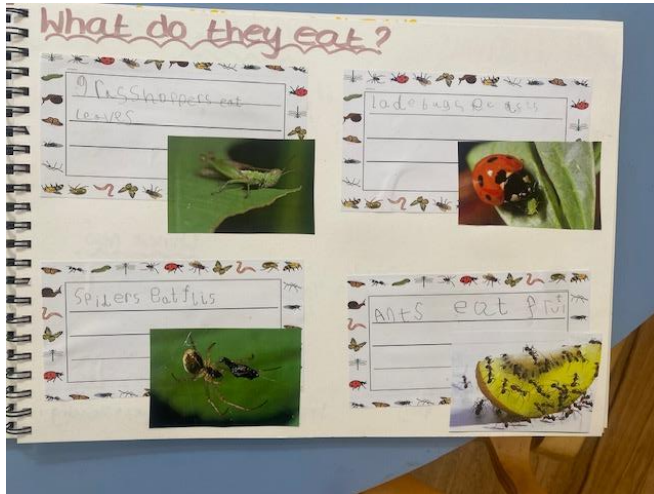


Year 4 have been linking their reading to their science unit and have been reading a non-fiction text about sound. They made sure to explore the scientific vocabulary in the text before answering any questions. Some children used dual coding to help them remember the technical language.

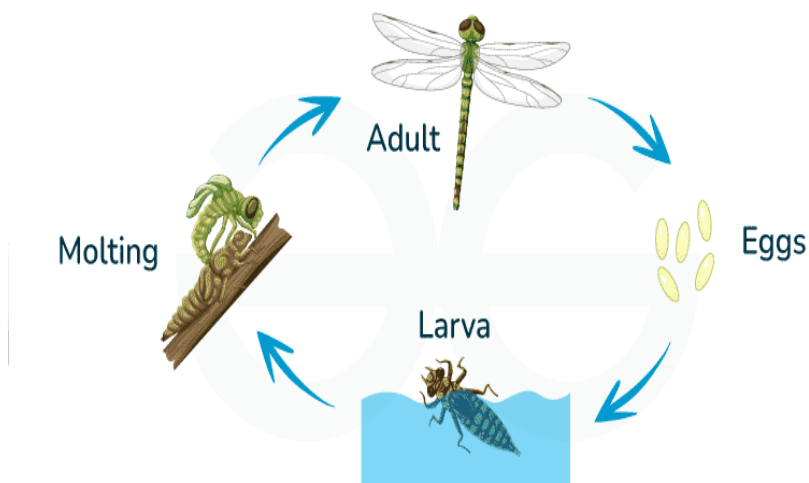


SCIENCE

In science, Reception have been learning all about mini beasts. They have been thinking about where, they live, what they eat, and what they look like. Reception have acted as entomologists and have drawn and studied some minibeasts.



Year 2 have started their new unit; Animals including Humans and have been looking at the human life cycle. They ordered the stages and wrote sentences about what happens at each stage. They then learned about the lifecycle of a dragon fly and ordered and wrote sentences about the different stages of their lives. They found out that they spend most of their lives as larva and then only live as an adult dragonfly for a few months.



MUSIC



In singing assemblies this term, we have been learning 'Proud of our School'. This song is all about how happy we are to play and learn at Carnforth. Ask your children if they can sing you a snippet!

'Everybody here has a smile on their face...'

ARBOR UPDATE

We are still experiencing a few teething problems with the new Arbor system, but in general it does seem to be working for most parents.

Firstly, could you please ensure that you choose the option to enable in-app messages as most of the messages from school will be delivered this way moving forward.

If you need to book a space in breakfast club, little pears, or additional nursery hours or the nursery top-up, these can be found under **Activities/Clubs**. If your child currently attends Rock Steady, this can also be found here. Any trips that are taking place can be found under **Activities/Trips**. **If booking breakfast club, please use the second option on the page to choose daily slots, as the first option will book your child in every day until the end of term in July.**

To choose and book lunches, these can be found under **Meals**.

If you owed anything for little pears, breakfast club, nursery hours and top-ups or lunches, an invoice has been raised on Arbor for you to clear when you log in.

If you need any help with anything on the system that you have not already made us aware of, please call into the office and we will try our best to assist you.

PSHRE

As Year 6 head into their assessments next week, it is important to remember how sleep affects our mood and how beneficial it can be in helping us learn. Not only for assessments but for everyday schooling too. Look at the reasons below as to why sleep is important.

Why Is Sleep Important?

All of us need to sleep. Sleep is important as it helps us in a variety of different ways.

Can you colour in the things that sleep does to help us?



PSHRE (cont...)

Please remember to look after yourselves and each other.

Here are 5 ways and hints and tips to help keep positive wellbeing.

connect

Talk with someone in your family or group of friends and really listen to what he or she has to say. Perhaps ask about something that happened at work, at a club or perhaps how he or she is feeling today and why that is.

Be Active

Do something active with your family or friends like going for a walk or playing a game that gets you moving.

Take notice

Take a bit of time to notice things around you, perhaps have a mindful moment, notice what you can see, hear, smell, feel. Perhaps notice what the people around you are up to, how they are feeling or acting.

Keep Learning

We're learning new things all of the time. See if you can find out about something new, or an interesting fact, perhaps learn a new skill.

give

Think of an opportunity to show kindness to someone else. Being kind to others actually makes you feel good so it's a kindness for you as much as the person on the receiving end!

Connect

- Being well connected and sociable with people around us is good for wellbeing and mental health
- Develop positive relationships with your family, friends and neighbours that enrich your life every day
- Going out and mixing with other people will help you stop focusing on your worries and fears
- Plan in more time to be sociable, join a club or meet new people
- Consider old friendships you would like to remake.

Further information:
www.mindingyourhead.info

Be Active

- Physical activity can improve wellbeing, reduce anxiety and depression
- Aim to be active every day and minimise the amount of sedentary inactive time
- Over a week aim to accumulate at least 2½ hours of moderate intensity activity eg. 30 minutes on at least 5 days a week
- Find an activity you enjoy and that suits your mobility and lifestyle
- Build exercise into your daily life.

Further information:
www.getalifegetactive.com
www.armagh.gov.uk
www.banbridgeleisure.com
www.discovercraigavon.com
www.dungannon.gov.uk
www.newryandmourne.gov.uk

Take Notice

- Taking notice, being aware and mindful is associated with positive mental health and wellbeing
- Take time to notice and appreciate nature, everyday life and moments
- Be aware of the world around you and how your body responds to this and what you are feeling
- Pause and reflect
- Learn to recognise signs of poor mental health and stress in yourself and your friends and family :
 - Changes in sleep or eating patterns
 - Angry for no reason
 - Anxiety
 - Difficulty concentrating and making decisions

Further information:
www.get.gg

Keep Learning

- A lifestyle that values learning is positively associated with mental health and wellbeing
- Try something new or rediscover an old interest
- Take on a challenge you will enjoy achieving
- Think about what you would like to learn, what your interests are and what would be useful in your life
- You can access books and other resources to support your wellbeing through your library.

Further information:
www.librariesni.org.uk
www.src.ac.uk
www.yourhealthinmind.org

Give

- People who enjoy giving are open to receiving, have improved mental health and wellbeing
- Do something nice for a neighbour or friend
- Thank others who give you their time
- Smile more
- Enjoy helping friends and doing things to help other people like volunteering or fundraising for a local charity.

Further information:
www.volunteernow.co.uk



PARKING

When dropping off and picking up your children at the beginning and end of the school day, could you please be mindful of where you park.

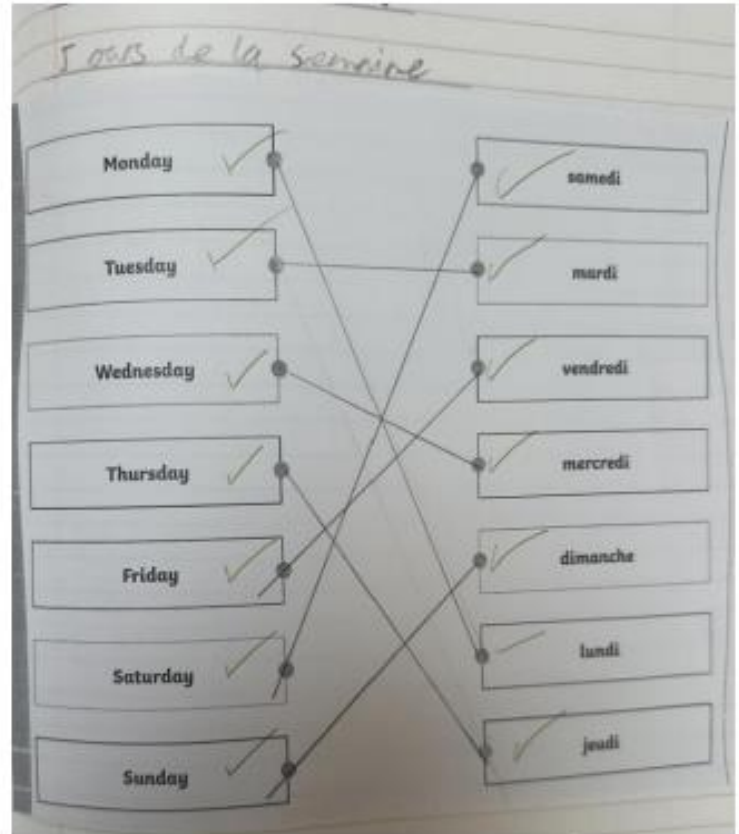
With work currently being carried out at the Fairfield Centre, the car park is being manned to ensure there is enough room for staff and visitors of the centre, with a few spaces available for school staff.

Please note : The bay outside the main entrance is not available for parking on any day.

MODERN FOREIGN LANGUAGES

French at school:

Take a look at some of our fantastic work in French! Year 4 have been learning a song to remember the days of the week! Can you practice these at home?



COMPUTING

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

10 Top Tips for Parents and Educators SAFETY ON THE ROAD

Traffic-related incidents are a significant risk for young pedestrians and cyclists, so understanding road safety is crucial for children's wellbeing. While all road users share responsibility for keeping one another safe, this guide offers strategies for empowering young people to navigate the roads confidently and responsibly.

1 TAKE PRACTICE JOURNEYS

Making 'practice' journeys with children is a great way to help them stay safe, thereby modelling responsible behaviours and having road safety conversations as they prepare to travel independently. Add hazard perception activities like spotting electric vehicles – which may have a green number plate – and point out how quiet they are. Children learn by watching others; remind them that their peers might not always be the best role models.

2 BE BRIGHT, BE SEEN

Visibility is lower during darker winter days, and drivers need to take extra care to look out for pedestrians. Wearing bright and reflective clothing can help make children more visible to drivers near roads. In poor daylight conditions, encourage children to wear light, bright or fluorescent clothing. When it's dark, wear reflective clothing or materials such as a reflective armband or jacket.

3 EYES UP

Encourage children to look up and keep their eyes on the road. Teach them to constantly watch for traffic and practise double-checking the road before crossing – looking right, left and then right again.

4 LIMIT DISTRACTIONS

Where possible, devices like phones should be kept away from children while out and about near roads. If they're carrying devices, these should be put away until they've reached their destination. Children must also avoid playing with toys or being distracted by friends. If a friend wants to show them something funny on their phone, there'll be time for that once they've safely arrived.

5 SLOW DOWN

Discuss the importance of waiting instead of crossing immediately. It can be tricky to judge the speed of traffic and spot obstacles that could cause a trip or a fall. For safety, children must stop and think before they get to the kerb and should always walk – not run – when crossing the road. They should avoid crossing until they're certain they have plenty of time. Even if traffic seems a long way off, it could still be approaching very quickly.

6 STOP BEFORE THE KERB

Teach children to stop before reaching the kerb – not right at the edge of it. Halting before they get to the kerb allows them to see if anything's coming, whereas getting too close to traffic is dangerous. If there's no pavement, children should stand back from the road's edge but ensure they can still see approaching traffic.

7 CROSS SAFELY

Children should always find a safe spot to cross the road, prioritising zebra crossings or pelican crossings, footbridges and subways. Find a place where they can see traffic coming from both directions. Avoid crossing near junctions, bends in the road, or obstacles that block their view, instead moving to somewhere they can see and be seen. Remind them to use their eyes and ears together when checking the road, as sometimes they can hear traffic before they can see it. Looking and listening while crossing helps them quickly spot traffic, including cyclists and motorcyclists driving between other vehicles.

8 PARKED VEHICLES

Crossing between parked vehicles is very dangerous. Teach children to use extra caution if crossing in this way, and, ideally, avoid it altogether. They should use the outside edge of a vehicle as if it were the kerb, waiting and checking for traffic before moving. They should ensure vehicles aren't about to move, by looking for drivers in the vehicles and listening for engines running – but remember that electric vehicles may move off silently. They should always make sure there is a gap between any parked vehicles on the other side, so they can reach the pavement.

9 REVERSING VEHICLES

Children must never cross behind a reversing vehicle – it's extremely dangerous. Remind them to look for white reversing lights and listen out for warning sounds. Can they hear the engine sound or a radio playing inside the vehicle?

10 WAIT FOR THE BUS TO LEAVE

When getting off a bus, children must wait for it to leave before crossing so they can have a clear view of the road in both directions. This also allows them to see and be seen by other road users. Crossing near large vehicles is particularly dangerous and should be avoided.

Meet Our Expert

THINK! is a year-round national campaign that aims to encourage safe road behaviours – whether we're driving, cycling, horse riding or walking – with the aim of reducing the number of people killed and injured on the UK's roads each year. Find out more at: <https://www.think.gov.uk/education-resources/>



#WakeUpWednesday

The National College®

X @wake_up_weds

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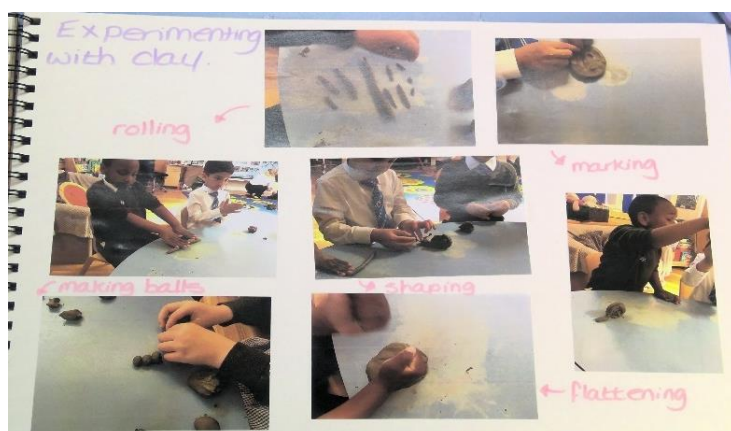
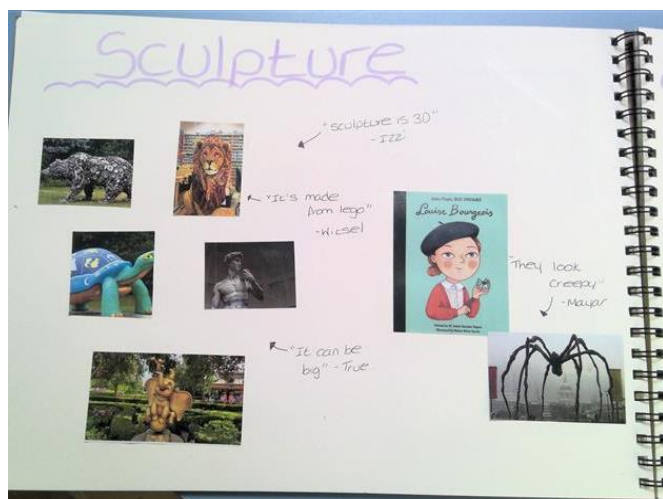
@wake.up.wednesday

@wake.up.weds

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ART

Reception have begun learning about sculpture. They have looked at the artist Louise Bourgeois and some of her artwork. They then experimented with clay (pinching, rolling, squashing) before they make their own minibeast sculptures.



Year 2 have been carrying on their collage unit and have used images of the three nurses they have learned about in history to collage. They used different materials and layered them. They chose materials and colours that matched the images and the textures shown.



ATTENDANCE





2024/2025 Class attendance to 16/05/2025: 94.22%

Year Group	Attendance
Reception	93.89%
Year 1	95.26%
Year 2	94.57%
Year 3	92.23%
Year 4	95.15%
Year 5	93.75%
Year 6	94.69%

Please remember that if your child(ren) are unwell and will not be attending school, please make sure you contact the school to inform them **each** day they are absent.










MAY DIARY DATES

MAY 2025

12	13	14	15	16
PSCO's Q&A in classes	 BANDS IN SCHOOL	 Y1 SWIMMING		
19	20	21	22	23
	 BANDS IN SCHOOL	 Y1 SWIMMING		SCHOOL CLOSED TO PUPILS
				TEACHER TRAINING DAY
26	27	28	29	30
HALF TERM	HALF TERM	HALF TERM	HALF TERM	HALF TERM

JUNE DIARY DATES

JUNE 2025

2	3	4	5	6
	 BANDS IN SCHOOL			 & Family Picnic
9	10	11	12	13
	 BANDS IN SCHOOL	PLAYFEST		Back-up date for
	Practice			
	Y6 Bell Boating	Y6 Swimming		
16	17	18	19	20
COOL EARTH WEEK				
	 BANDS IN SCHOOL		Y6 Bell Boating Regata	Seven Stories Digital Author Event KS2
	Y6 Trip to The BIG BANG FAIR	Y6 Swimming		Cool Earth Week Parent Showcase & Fashion Show
23	24	25	26	27
	 BANDS IN SCHOOL			JUNIOR YOUTH SPEAK COMPETITION
		Y6 Swimming		
30				



Best Start website

Visit the Best Start website for information, advice and support for families during pregnancy and the early years including:

- pregnancy and postnatal information and services
- feeding, sleep, development
- baby/ toddler groups
- activities to do at home
- information for dads
- support for parents/ carers
- health and wellbeing, finance, housing advice etc

worcestershire.gov.uk/beststart



Family Hubs

Pop along or contact your local family hub to see what help and support is on offer for families and expectant parents.



Family hubs provide a single welcoming place to access information, signposting and services in the community including:



midwives and health visitors



baby groups



support with feeding your baby



groups, courses and programmes for parents/ carers



speech and language



support with health and wellbeing

worcestershire.gov.uk/familyhubs



Free support to help you stop smoking

Over 80% of cigarette smoke is invisible. Quitting is the best thing you can do to protect you and your family.

Available to mums, dads, carers, in fact anyone living with a child under the age of 19 in Worcestershire.

Quit and stay on track with:

- Free Nicotine Replacement Therapy (NRT)
- Rechargeable vapes (for anyone over age of 18)
- 1:1 support or family sessions with a trained advisor

Scan QR code for more information:



Smoke Free Homes Service

www.startingwellworcs.nhs.uk/smoke-free-homes

Stay Connected
Putting an end to loneliness

Delivered on behalf of
worcestershire
county council



Herefordshire and Worcestershire
Health and Care
NHS Trust



Smoke Free Homes

0-19 Public Health Nursing Service

Free support to help you stop smoking

Ready to quit? We're here to help

Our friendly, judgment-free service provides a 12-week support package to help you stop smoking. We offer:

- Personalised support – Home visits, phone calls, or clinic appointments
- Expert guidance – 1:1 or joint family support sessions
- Free Nicotine Replacement Therapy (NRT)
- Rechargeable vapes – Available for anyone aged 18+ as a quitting aid
- Ongoing monitoring and support – Stay on track with regular check-ins

Take the first step, set your quit date with us!



Support is available to anyone living with a young person under the age of 19 in Worcestershire.

Email the team to refer yourself today:
whcnhs.smokefreehomes@nhs.net or scan the QR code for more information.

WHO'S WHO IN SCHOOL 2024/25?

MR PRIGG : HEAD TEACHER

MRS FINNEGAN : DEPUTY HEAD OF SCHOOL

MRS V SMITH : SENCO

OFFICE : MISS WALTERS & MRS RANSCOMBE

MRS HAWKES : NURSERY MANAGER

TEACHING ASSISTANT : MISS ARANYOSI

MISS HEMMING : RECEPTION TEACHER

HLTA: MISS SMITH

TEACHING ASSISTANTS : MRS NEWTON-SMITH, MISS PARKES & MRS BEGUM

MR D TIMMINS : YEAR 1 SUPPLY TEACHER

TEACHING ASSISTANTS : MISS BURNHAM

MISS K JONES : YEAR 2 TEACHER

TEACHING ASSISTANT : MISS HOLLAND & MRS KENWRICK

MISS EAST : YEAR 3 TEACHER

TEACHING ASSISTANT : MISS L RICE

MS FERGUSON : YEAR 4 TEACHER

TEACHING ASSISTANT : MRS AKHTER, MISS J JONES & MISS ARROWSMITH

MISS WALL : YEAR 5 TEACHER

HLTA : MRS BECK

MR COX : YEAR 6 TEACHER

TEACHING ASSISTANT : MRS EVANS

LUNCHTIME SUPERVISORS:

MRS J JONES, MRS PEGRAM, MISS LORD & MR JEFFERIES

CARETAKER and CLEANERS:

MR JEFFRIES, MISS LORD & MRS WOODWARD