

Head Teacher: Mr Paul Prigg

MESSAGE FROM THE HEAD TEACHER

How lovely has it been to see the sunshine!

OPAL AWARD

We are delighted to announce that last week we had our Opal (Outdoor Play and Learning) audit and we are proud to say that we've awarded Platinum! Only 200 schools in the country have been awarded platinum. It shows how much lunchtimes are enjoyed and the fun the children have.

Sports Day

Sports day was a fantastic success. I would like to thank all of you who attended and for respecting the child and parent zones. It made the event easy to manage and importantly helped it to run smoothly. Thank you to all the staff and their hard work to make events like this possible.

Cool Earth Week

This week has been Cool Earth Week and it has been brilliant to see the learning that has taken place. Children have demonstrated a really secure understanding of the issues our planet faces and what actions can help us protect it. Thank you for joining in with our fashion show too – it was wonderful to have so many of you there! Again, I would like to thank staff, who have gone above and beyond to make learning like this so memorable.

Parking

Building work at the Fairfield Centre is due to resume next week. We have seen a significant rise in parking challenges we all face. Please can I politely ask that parking is safe and considerate. Please ensure that local residents driveways and frontages are not blocked, and the pavement remains accessible to all pedestrians. This is both on Carnforth Drive, as well as the streets off this.

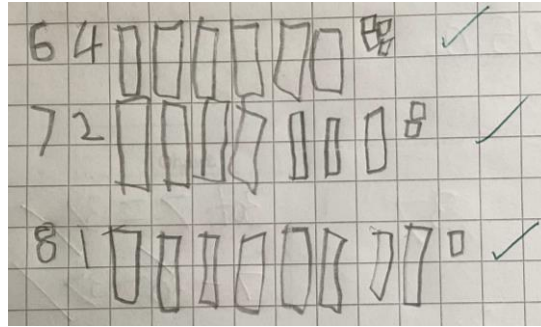
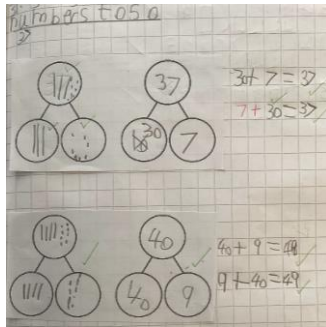
Have a lovely weekend,

Paul Prigg

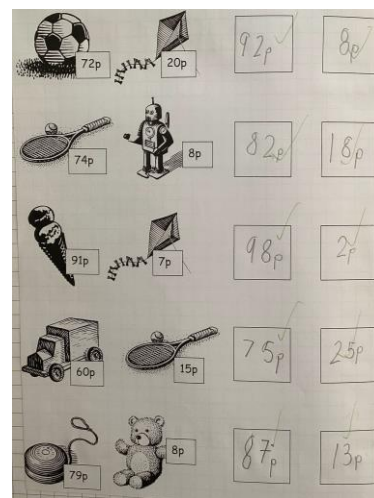
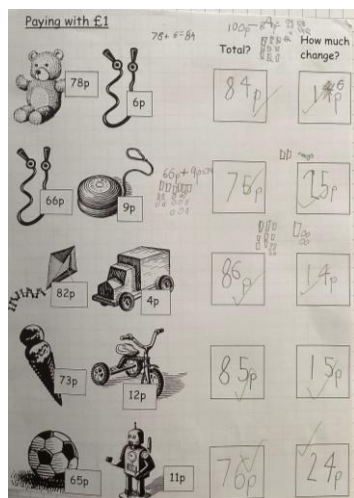
www.carnforthschool.org | 01905 701099 | office@carnforthschool.org

MATHS

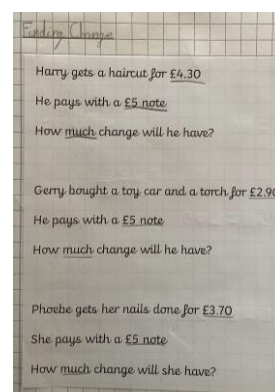
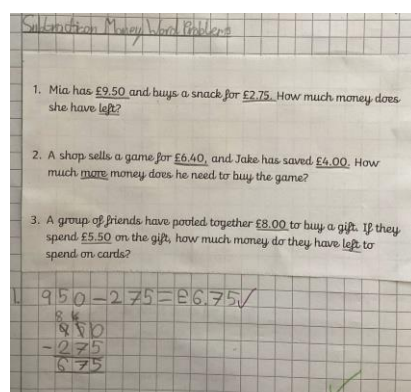
Year 1 have been diving into numbers up to 100. They've been using part-whole models to partition numbers in different ways, helping them understand how numbers are made. To support their learning, the children used pictorial methods by drawing base 10 blocks to represent tens and ones. This hands-on approach has really helped them visualise numbers and strengthen their place value knowledge!



Year 2 have been busy learning all about money. The children explored different coins and practised adding amounts to make £1. They also had fun solving real-life problems—like figuring out how much change they would get if they bought an item costing less than £1. For example, if they bought a toy for 84p, they worked out they'd have 16p left! It's been a fantastic way to build confidence with numbers and understand the value of money.



Year 3 have been sharpening their subtraction skills by solving money word problems. They've been working out how much change they would receive after buying items, using subtraction to find the difference from a given amount. Through these real-life scenarios, the children have been developing their confidence with money and improving their problem-solving strategies. It's been fantastic to see them apply their maths skills in such a practical way!



MATHS continued

Year 4 have been working hard to find fractions of amounts, using their knowledge of division and multiplication to solve a variety of problems. They've started applying this understanding to real-life problem-solving questions, such as sharing quantities or working out fractional parts of objects. It's been great to see their confidence grow as they tackle more challenging tasks with enthusiasm and accuracy!

Fractions of amounts

$$\frac{1}{8} \text{ of } 40 = 5$$

$$8 \div 40 = 5$$

$$5 \times 1 = 5$$

$$\frac{2}{8} \text{ of } 40 = 10$$

$$8 \div 40 = 5$$

$$5 \times 2 = 10$$

1) $\frac{3}{8} \text{ of } 40 = 15$
 $8 \div 40 = 5$
 $5 \times 3 = 15$

2) $\frac{4}{8} \text{ of } 40 = 20$
 $8 \div 40 = 5$
 $5 \times 4 = 20$

3) $\frac{5}{8} \text{ of } 40 = 25$
 $8 \div 40 = 5$
 $5 \times 5 = 25$

4) $\frac{6}{8} \text{ of } 40 = 30$
 $8 \div 40 = 5$
 $5 \times 6 = 30$

5) $\frac{7}{8} \text{ of } 40 = 35$
 $8 \div 40 = 5$
 $5 \times 7 = 35$

6) $\frac{5}{8} \text{ of } 32 = 20$
 $8 \div 32 = 4$
 $4 \times 5 = 20$

7) $\frac{3}{8} \text{ of } 24 = 9$
 $8 \div 24 = 3$
 $3 \times 3 = 9$

8) $\frac{2}{8} \text{ of } 24 = 6$
 $8 \div 24 = 3$
 $3 \times 2 = 6$

9) $\frac{1}{8} \text{ of } 24 = 3$
 $8 \div 24 = 3$
 $3 \times 1 = 3$

10) In a garden, there are 24 flowers. $\frac{1}{8}$ of the flowers are pink roses. How many pink roses are there?
 $8 \div 24 = 3$
 $3 \times 1 = 3$

11) In a garden, there are 24 flowers. $\frac{3}{8}$ of the flowers are roses. How many roses are there?
 $8 \div 24 = 3$
 $3 \times 3 = 9$

A. A baker made 40 cookies. He burnt $\frac{1}{4}$ of them. How many cookies did he burn?
 $40 \div 4 = 10$
 $10 \times 1 = 10$

B. A baker made 40 cookies. He sold $\frac{3}{4}$ of them. How many cookies did he sell?
 $40 \div 4 = 10$
 $10 \times 3 = 30$

Year 5 have been exploring the connections between fractions, decimals, and percentages. They've been learning how to find equivalent values and convert between the three forms with increasing confidence. Through practical activities and problem-solving tasks, the children have discovered how these concepts are used in everyday life—like calculating discounts or understanding data. It's been brilliant to see their mathematical thinking deepen as they make these important links!

1 = one hundredth = $0.01 = 1\%$

$\frac{10}{100} = \frac{1}{10}$ ten hundredths = $\frac{1}{10} = 0.1 = 10\%$

Percentage = out of hundred

$\frac{30}{100} = \frac{3}{10} = 0.3 = 30\%$

$\frac{54}{100} = 0.54 = 54\%$

$\frac{56}{100} = 0.56 = 56\%$

$\frac{97}{100} = 0.97 = 97\%$

$\frac{33}{100} = 0.33 = 33\%$

1. Rosie makes a number on a 100 bead string.

a) What fraction of the bead string is circled?
 $\frac{40}{100}$

b) Write the fraction as a decimal.
 0.4

c) Write the decimal as a percentage.
 40%

2. Circle the value on each 100 bead string.

a) 70%
 $\frac{70}{100}$

b) 0.8
 $\frac{80}{100}$

c) $\frac{3}{10}$
 $\frac{30}{100}$

d) $\frac{1}{2}$
 $\frac{50}{100}$

3. a) What fraction, decimal and percentage of the hundred square is shaded?

Hundred square	Fraction	Decimal	Percentage
	$\frac{25}{100}$	0.25	25%
	$\frac{50}{100}$	0.50	50%
	$\frac{75}{100}$	0.75	75%

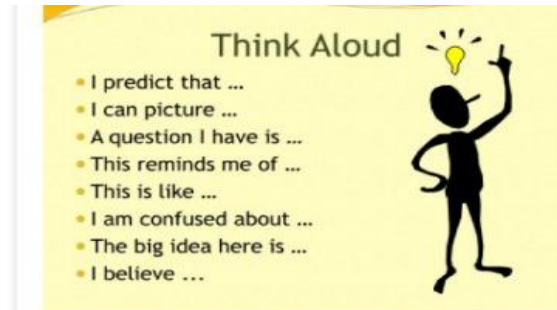
Compare answers with a partner.
 Did you get the same answers?
 Did you simplify any of your answers?

b) Complete the table.

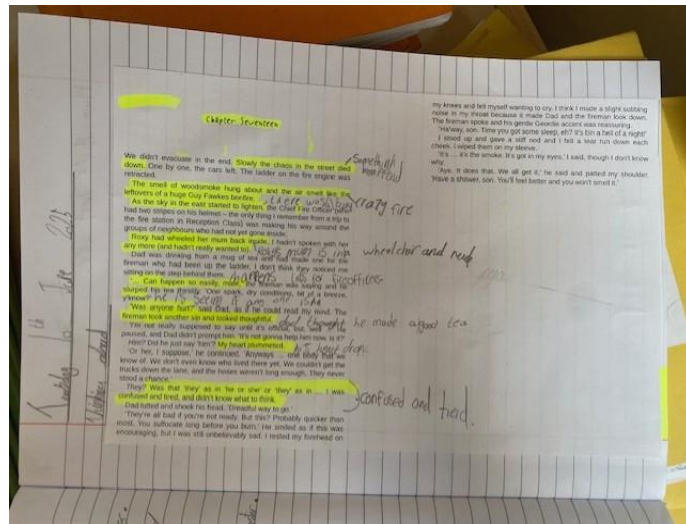
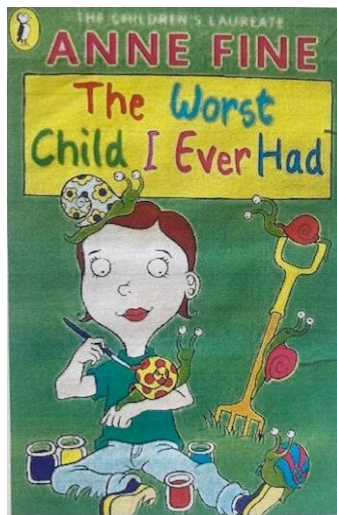
Quarters	Hundredths	Decimal
$\frac{1}{4}$	$\frac{25}{100}$	0.25
$\frac{1}{2}$	$\frac{50}{100}$	0.50
$\frac{3}{4}$	$\frac{75}{100}$	0.75

READING

In reading we have been focussing on ‘thinking aloud’ when reading, to help with our understanding of a text. Have a look below at the prompts you could use to ‘think aloud’ when reading with your child at home.

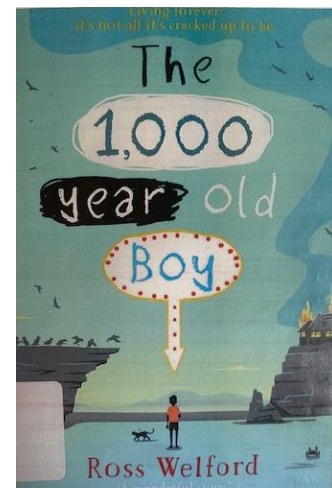
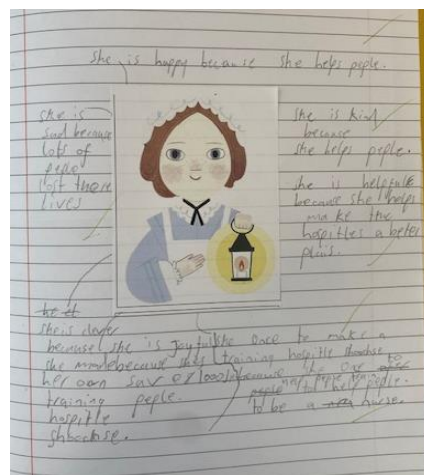
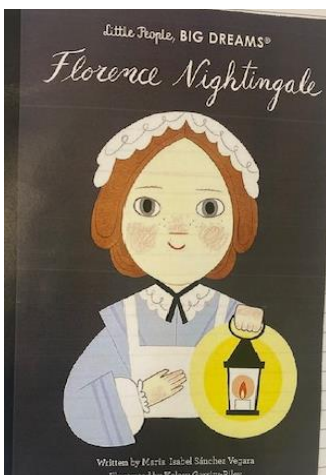


Year 3 have been reading the story 'The Worst Child I Ever Had' by Anne Fine. They have been 'thinking aloud' when reading a new chapter of the story and even annotated the pages with notes to help them.



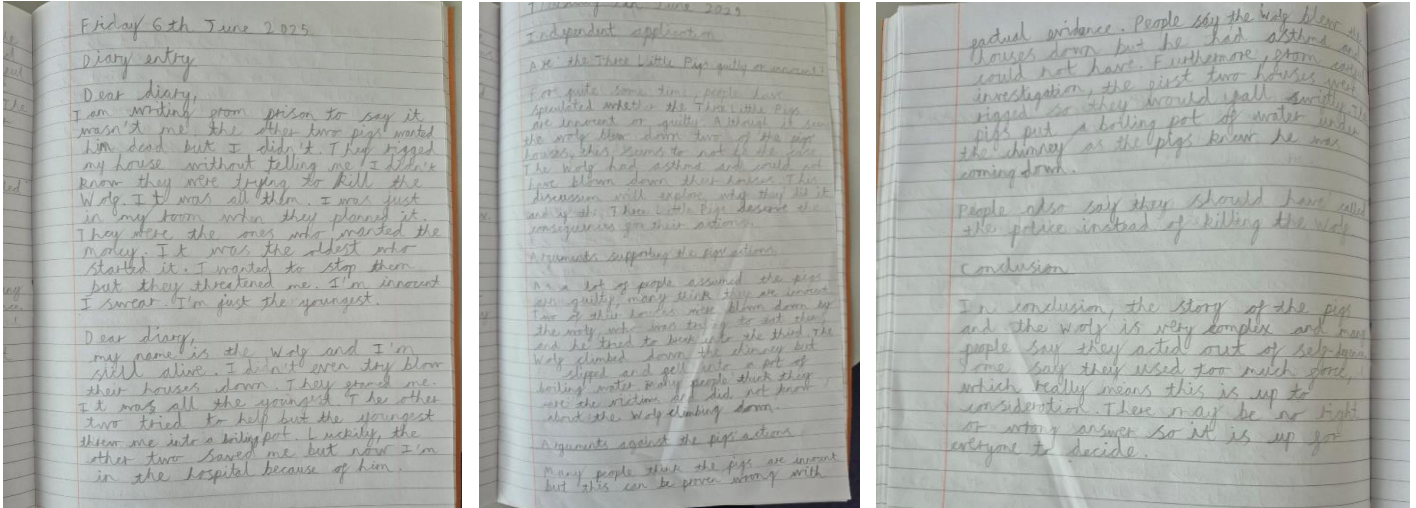
Year 2 have been doing some reading linked to their history unit all about Florence Nightingale. After reading the story, Year 2 were able to write lots of facts about Florence and infer what kind of a person

Year 5 have been enjoying the story 'The 1,000 year old boy'. They have enjoyed reading aloud and practicing using their expression and intonation to show different characters and feelings.

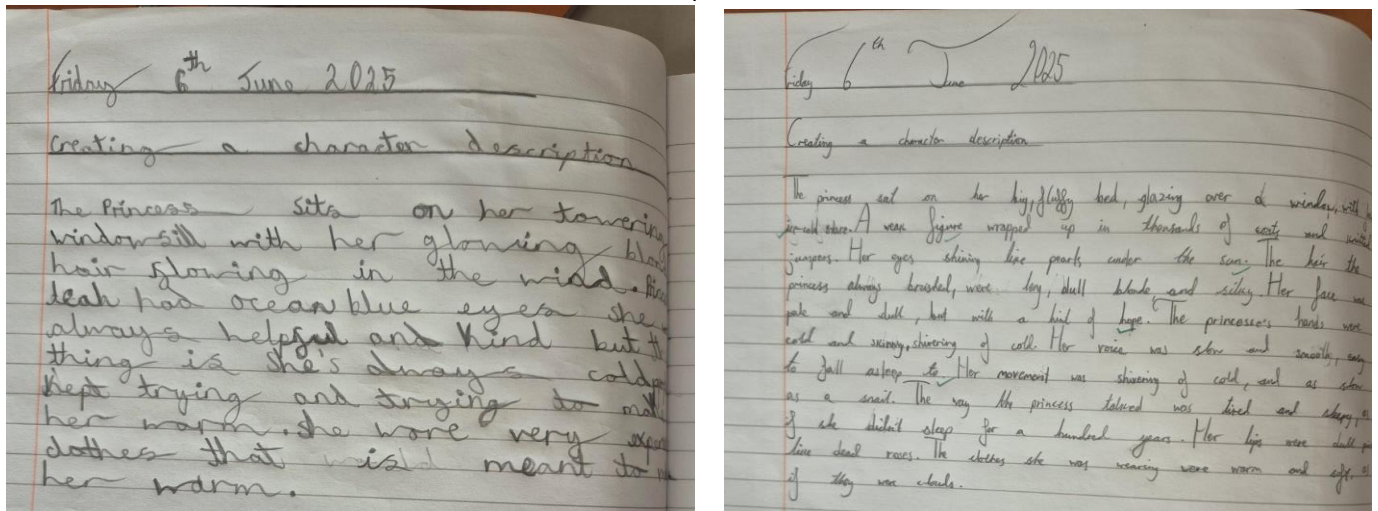


WRITING

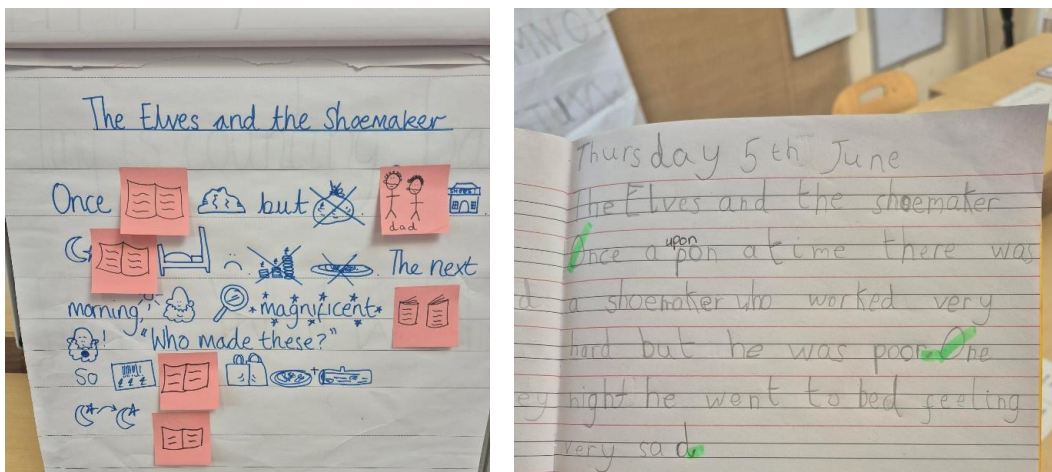
As writers, Year 6 have been looking at balanced arguments based around 'The Three Little Pigs'. They explored if the little pigs are innocent or guilty looking at different arguments and justifying their opinion. They then wrote from the point of view of one of the three little pigs in the format of a diary. They loved this writing and their creatively flowed!



Year Five as writers have just started their new unit based on the story 'The princess Blankets'. After exploring the text they have drawn out their initial thoughts in the form of a character description.

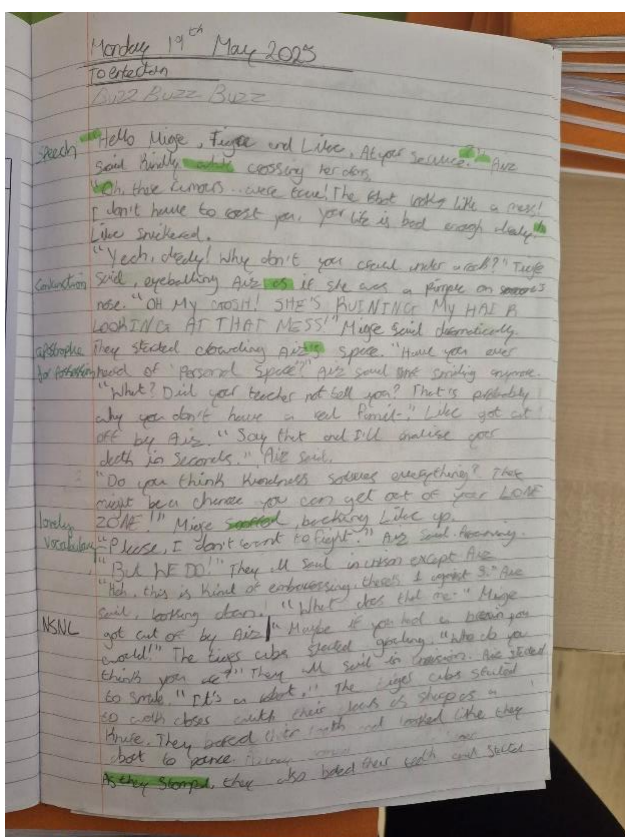
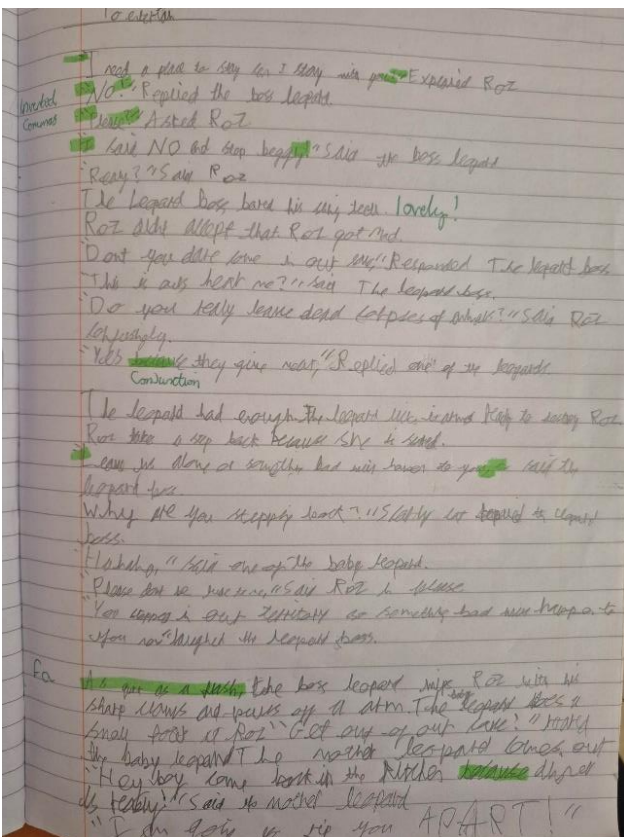
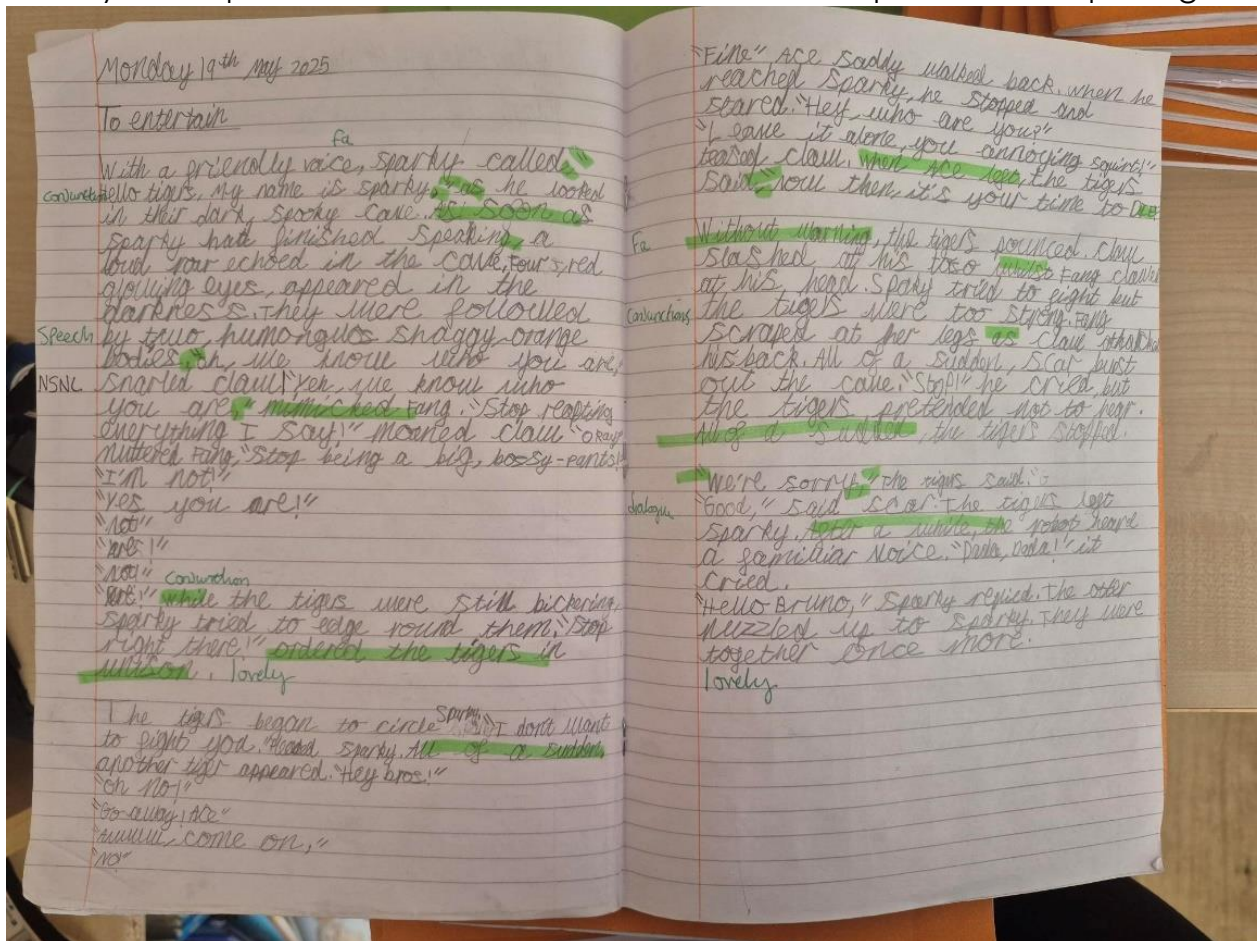


Year One as writers have started their new story looking at 'The Elves and the Shoemaker' – have a look at our story map! They then started to retell the story orally and through sentences.



WRITING continued

As writers, Year Four have been using the story 'The Wild Robot' to create their own chapters of the story. We loved looking at this story and making our characters act a certain way. To help with this characterisation, we included speech and reporting clauses.

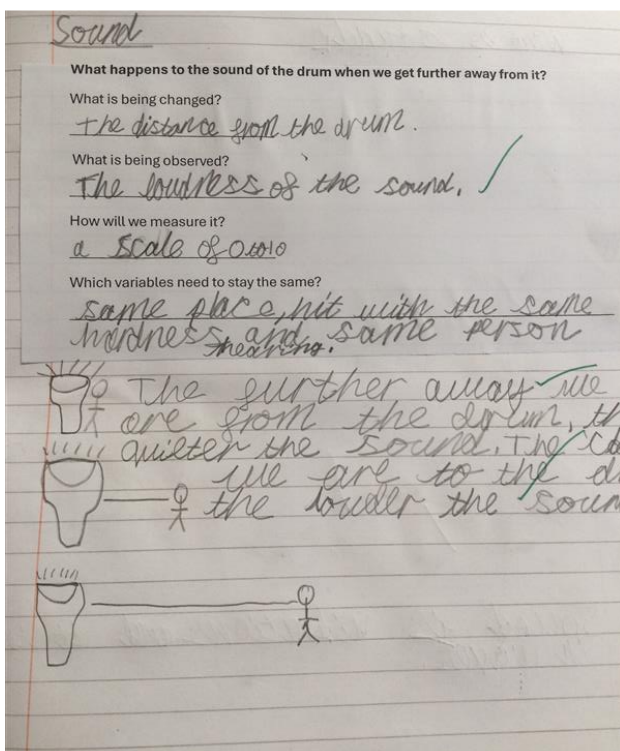


SCIENCE

Year 1 have been looking at materials and their properties. They tested materials to discover which would be best to build a wall. They found out that playdough is soft and would not make a strong wall and they found Lego a good material for a wall as it is strong and hard.



Year 4 have been exploring sound. We undertook some investigations to explore that sound is vibrations that travel in sound waves.



MUSIC

Year 3 have been exploring jazz during our music lessons. We have made our own scat songs and written our own jazz motifs. Scatting is when you make up words to go along to music and a jazz motif consists of 8 swung quavers. We find jazz music to be relaxing but also irresistibly boppy!



ARBOR UPDATE

Arbor is now up and running and so far 84% of parents have registered. Thank you.

The remaining 16% need to register asap please to enable you to order lunches, pay for trips and to book Breakfast Club and Little Pears.



Payments into the school bank account and payments via cash are no longer an option.

If you have not ordered a lunch for your child, these need to be ordered at least one day in advance, but preferably one week in advance. Orders need to be placed even if your child receives a free school meal. If no choice is made, a jacket potato will be provided.

**Current academic Year
to 13th June 2025 : 94.00%**

ATTENDANCE



Year Group	Attendance
Reception	93.9%
Year 1	94.8%
Year 2	94.3%
Year 3	92.2%
Year 4	95.1%
Year 5	93.0%
Year 6	94.5%

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.

PSHRE

☀️ Keep Your Children Safe This Summer! ☀️

Summer is a time for fun, freedom, and family—but it's also important to keep safety in mind. Here's how you can help your children enjoy a safe and happy holiday.

🏖️ Outdoor Safety 🏖️



Sun Protection: Always apply SPF 30+ sunscreen, wear hats, and use sunglasses.

Hydration: Encourage regular water breaks, especially during hot weather.

Supervision: Keep an eye on children near water, in parks, or on bikes/scooters.

🏠 Home Safety 🏠

Secure Windows & Balconies: Prevent falls by locking or securing openings.

Safe Play Areas: Keep sharp tools, cleaning products, and medicines out of reach.



🚲 Travel & Road Safety 🚲



Helmets & Gear: Always wear helmets when cycling or scooting.

Stranger Awareness: Teach children not to go anywhere with someone they don't know.

Traffic Rules: Practice crossing roads safely and using pedestrian crossings.

PSHRE continued

Online Safety

Parental Controls: Use filters and monitor online activity.

Talk Openly: Encourage children to speak up if something online makes them uncomfortable.

Limit Screen Time: Balance digital fun with outdoor play and family time.



Mental Wellbeing



Routine & Rest: Keep a regular sleep schedule to support emotional health.

Stay Connected: Plan family activities and check in with how your child is feeling.

Support Networks: Know who to contact if you or your child need help.

Useful Contacts

NSPCC Helpline: 0808 800 5000

Childline: 0800 1111 | [childline.org.uk](https://www.childline.org.uk)

Let's make this summer safe, fun, and full of great memories!

LETTERS HOME IN JUNE

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

Year 5 : Bishop Perowne Taster Day

Whole School : Cool Earth Week

Whole School : Cool Earth 'Reuse'

PARKING



As building work at the Fairfield Centre is commencing again this week, could you please not use the car park as spaces are very limited and needed for the centre and school staff.

The bay is coned off every day and should not be used at any time.



COOL EARTH WEEK

Have you got any clothes or toys you don't want or need anymore? Fancy a change? Help us to reuse by taking part in our clothes and toy swaps! Bring in anything you don't want any more and then you can pick some new clothes or toys - it's a win win situation!

TOY SWAP



Thursday 19th
June 2025
2:30 - 4:00 pm

Want to renew your toys without buying anything? Swap them instead!
Bring your preloved toys to school by Thursday 12th June and then join us to choose your new toys!

Please ensure that toys are in a good condition

COOL EARTH



MODERN FOREIGN LANGUAGES

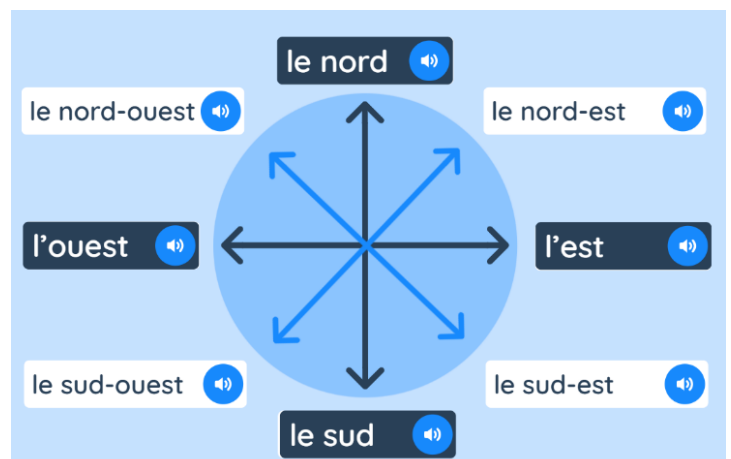
French at school:

It's been a wonderful year of French! Using some of the learning we have done this year can you tell people about the weather and the activities you will be getting up to this Summer!



Years 3 and 4 have spent some time creating some incredible songs and raps in French! We've been so impressed with these. Make sure to share them at home!

Year 5 have done a great job giving directions in French. Use the compass to share some of 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.

What Parents & Educators Need to Know about GENERATIVE AI SAFETY

Generative AI tools – such as ChatGPT – are now commonly used by children. In fact, 3 in 4 pupils in the 2024 Annual Literacy Survey reported using generative AI, up from just 2 in 5 the previous year. While these tools can boost learning and creativity, they also raise concerns around misinformation, privacy and overuse. This guide explores the key risks and how to support safe use.

WHAT ARE THE RISKS?

MISINFORMATION AND ACCURACY



Generative AI can sometimes produce false or misleading content. Children – and even adults – may assume the information is accurate and trustworthy. This can affect learning and understanding of important topics. It's vital to teach children to critically assess all information, even when it comes from AI.

EXPOSURE TO INAPPROPRIATE CONTENT

Because generative AI is trained on vast datasets from across the internet, there is a chance it may occasionally generate harmful or inappropriate content. Without supervision, children could encounter disturbing or unsuitable material. Active monitoring and clear usage boundaries can help reduce this risk.

PRIVACY AND DATA SECURITY

Some AI tools ask for personal details or store users' interactions. If privacy settings are not correctly configured, children's personal data could be exposed or misused. Teaching good digital hygiene and setting strong privacy controls is essential for protecting children online.

REDUCED CRITICAL THINKING



Relying too heavily on AI-generated responses may reduce children's willingness to think independently. If they consistently use AI to solve problems or complete tasks, it could impact their ability to reason, analyse and form their own ideas. Encouraging thoughtful reflection is key.

DIGITAL DEPENDENCY



Regular use of generative AI can contribute to increased screen time and less real-world interaction. If left unmanaged, it may affect physical activity levels, sleep, and social development. Striking a healthy balance between online and offline activities is important for wellbeing.

UNCLEAR ETHICAL BOUNDARIES



Children may not fully understand the ethical implications of using AI to complete homework or creative tasks. This can lead to unintentional plagiarism or dishonest academic practices. Conversations around responsible use and academic honesty are crucial.

Advice for Parents & Educators

ESTABLISH CLEAR GUIDELINES

Set clear, age-appropriate rules for when and how generative AI can be used. Reinforce these regularly to help children develop a healthy, respectful and informed relationship with the technology.



ENCOURAGE CRITICAL EVALUATION

Help children to question the accuracy of AI-generated information and seek out additional trusted sources. This builds essential digital literacy skills and supports better decision-making.



PROMOTE ACTIVE SUPERVISION

Keep an eye on how the children in your care use AI tools. Check in regularly to ensure they're using them appropriately and be ready to step in if something doesn't feel right.



ENHANCE PRIVACY AWARENESS

Talk to children about the importance of keeping personal information private. Make sure privacy settings are in place and explain how data shared with AI tools could be used.



Meet Our Expert

Brendan O'Keefe, Deputy Headmaster and Director of Digital Strategy at Eaton House Schools, has extensive expertise in digital safety, safeguarding, and generative AI in education. As an author and speaker on digital literacy and online safety for institutions such as The National College, Brendan guides parents and educators in creating safe digital learning environments.



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ART

In Art, Year 3 had a go at making our own coil pots. We started off by making a pinch pot then used a slip to add the coils on top. We are now designing a canopic jar which we will make using the coil method. In science we have carried out an investigation to see if the surface of an area affects the distance a car travels. The children changed the surface of the runway using different materials, for example, a scarf or carpet.



Year 4 have just started our new unit of Printing looking at our key artist, Cath Kidson. After looking at her website and exploring her life and career they created fact files. As artists, they had each decided what their fact file will look like and have all formatted them differently. Check them out!









Year 5 have been using mod-roc to create 3D planets. Year 5 used their knowledge of the planets in our solar system from science and implemented their skills using sculpting and painting to create wonderful models of their chosen planet.
















JUNE DIARY DATES

JUNE 2025

16	17	18	19	20
COOL EARTH WEEK				
YEAR GROUP CRICKET SESSIONS 	ROCK STEADY BAND SESSIONS Y6 Trip to The BIG BANG FAIR Birmingham	Y6 Swimming 		Seven Stories Digital Author Event KS2 Cool Earth Week Parent Showcase & Fashion Show
23	24	25	26	27
YEAR GROUP CRICKET SESSIONS 	ROCK STEADY BAND SESSIONS	Y6 Swimming 	Engineer Visit for Y6 Stem Project	JUNIOR YOUTH SPEAK COMPETITION
30				
YEAR GROUP CRICKET SESSIONS 				
 Tudor Grange Academy Worcester TRANSITION DAY - Y6				

JULY DIARY DATES

JULY 2025

	1	2	3	4
	ROCK STEADY BAND SESSIONS  Tudor Grange Academy Worcester TRANSITION DAY - Y6	 Y6 SWIMMING  Tudor Grange Academy Worcester TRANSITION DAY - Y6	NON-UNIFORM DAY for CHOCOLATE DONATIONS  Bishop Perowne <i>Church of England College</i> <i>Endeavour Forever</i> TRANSITION DAY - Y6	NON-UNIFORM DAY for BOTTLE DONATIONS  Bishop Perowne <i>Church of England College</i> <i>Endeavour Forever</i> TRANSITION DAY - Y6
7	8	9	10	11
YEAR GROUP CRICKET SESSIONS Y6 BELL BOATING REGATTA 	ROCK STEADY BAND SESSIONS	 Y6 SWIMMING  TRANSITION AFTERNOON	NURSERY GRADUATION 9.30AM  Y2 & Y6 STEM CELEBRATION DAY	COME AND JOIN US!   1PM - 4PM
14	15	16	17	18
YEAR GROUP CRICKET SESSIONS 	ROCK STEADY CONCERT	YEAR 6 PROM OPAL PRESENTATION AND PARENT PLAY DAY		YEAR 6 LEAVERS ASSEMBLY 
21	22	23	24	25
28	29	30	31	
SUMMER HOLIDAY	SUMMER HOLIDAY	SUMMER HOLIDAY	SUMMER HOLIDAY	SUMMER HOLIDAY



Family Coffee Morning

Come and chat with the SENDCo and Family Support Worker

Tea, coffee and cake will be available
Bring your younger children for a play

We can...

- Answer questions
- Discuss issues/worries
- Sharing parenting strategies
- Have a chat :)

Tuesday 8th July
9am

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

MISS COLE : YEAR 1 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