

Dear Parents and Carers,

A very warm welcome back to everyone as we begin our final term of the year. I hope you all had a restful and enjoyable break. The children have returned full of enthusiasm, and it's been lovely to see the school buzzing with energy once again.

As we head into what is always a busy and exciting term, please do keep a close eye on the school calendar. Term dates for 2026/27 are now published, and there are lots of events coming up over the next few weeks that we're really looking forward to sharing with you and the children.

I'm also pleased to remind families that we still have Reception places available for the 2026/27 academic year. If you, or someone you know, would like to find out more about starting school at Carnforth, please do get in touch — we'd be delighted to welcome new families into our community.

We're incredibly proud to share that Carnforth School has been featured in a Department for Education case study titled "*Getting Children Ready for Reception.*" This recognises our work in supporting successful transitions into school and working closely with early years settings and families. It's a real achievement for the whole school community and something we're very proud of. You can find the article here: [Getting children ready for reception: How schools and early years settings can work together with families to support transition into reception](#)

As always, a few gentle reminders as the term progresses:

- Please continue to think carefully about healthy lunchboxes. We've noticed that sweet treats are becoming increasingly popular, and a balanced lunch really helps children stay focused and energised throughout the day.
- Don't forget to sign up for our free Breakfast Club. We've recently introduced new games and toys, and we're also trialling a new menu — it's a great way to start the day.
- Please ensure children are wearing the correct PE kit on their allocated PE days, in line with our uniform policy.
- Finally, a reminder to park considerately around the school site, keeping pavements, roads and driveways clear and safe for pedestrians and local residents.

Thank you, as always, for your continued support. We're really looking forward to a positive and memorable final term together.

Have a great weekend!

Paul Prigg



# Maths

The children have been working very hard with their maths this term! Here is a snapshot what they have been learning!



Year 1 have been partitioning numbers up to 50 using part-part whole models.

Year 2 have been looking at measurement using rulers and other concrete resources.



Year 3 have been finding fraction of quantity using concrete and visual resources.



Year 4 have been adding and subtracting denominators with the same denominator

Add the numerators

$$\frac{1}{10} + \frac{6}{10} = \frac{7}{10}$$

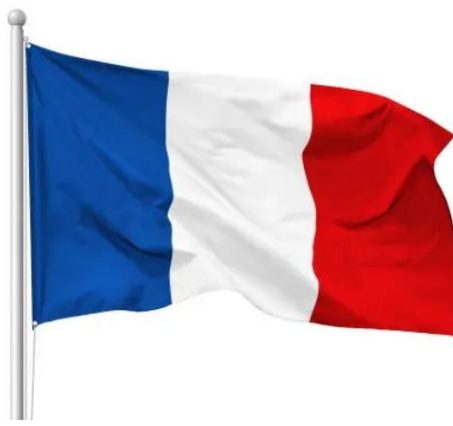
Keep the denominator the same.

Year 6 are doing lots to prepare for their SATs in May. They have been doing work on coordinates and translation

Year 5 have been adding and subtracting fractions with different denominators

Reading isn't just in story books. See how many of these you can find around your house and challenge yourself to read something different! This is a really good way of learning that words have meaning and reading is used in all areas of our lives! Maybe you could bring some in to share with your class 😊





In French, Year 3 have been learning class commands. Have a look at the picture below, can your child tell you any commands off by heart?

Do you remember any words from when you learn French in school?

Match the symbol



Écoutez !



Écrivez !

Regardez !

Lisez !



Parlez !



Fermez !

Ouvrez !



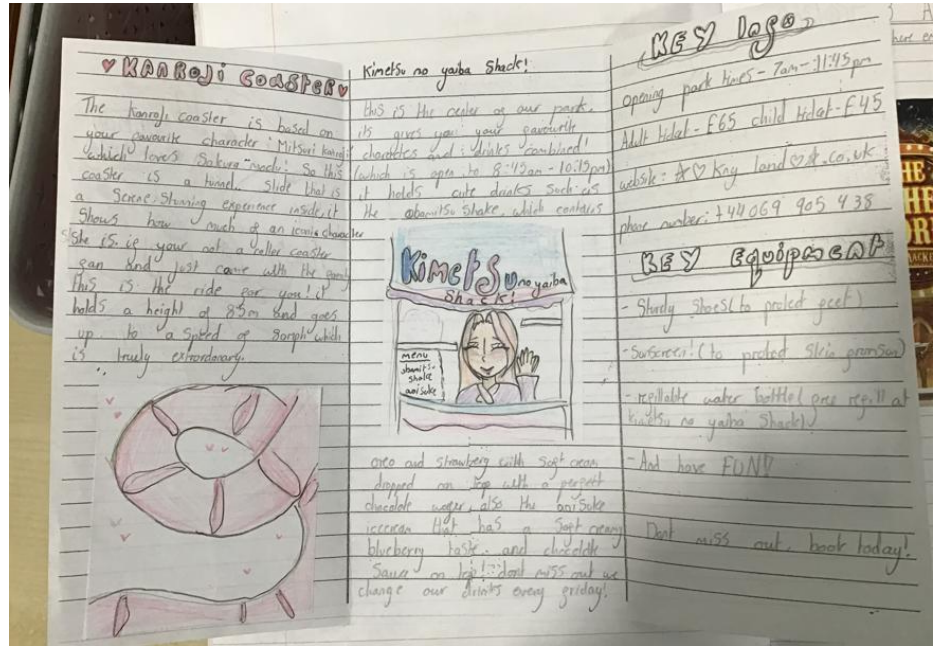
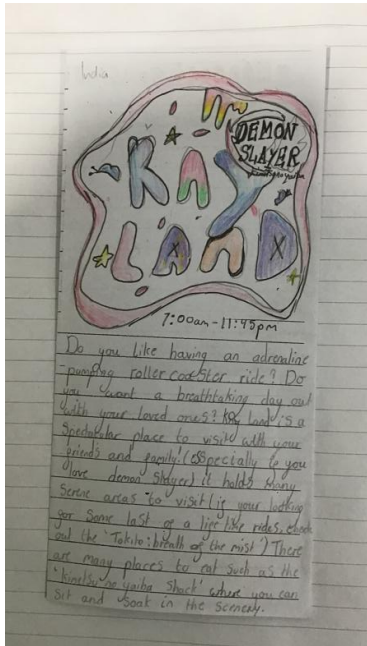
Levez-vous !



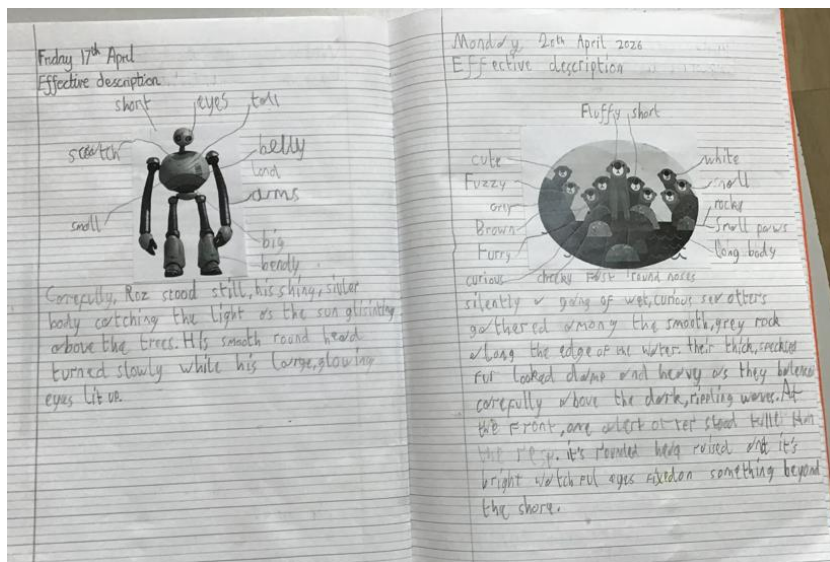
Asseyez-vous !



# WRITING

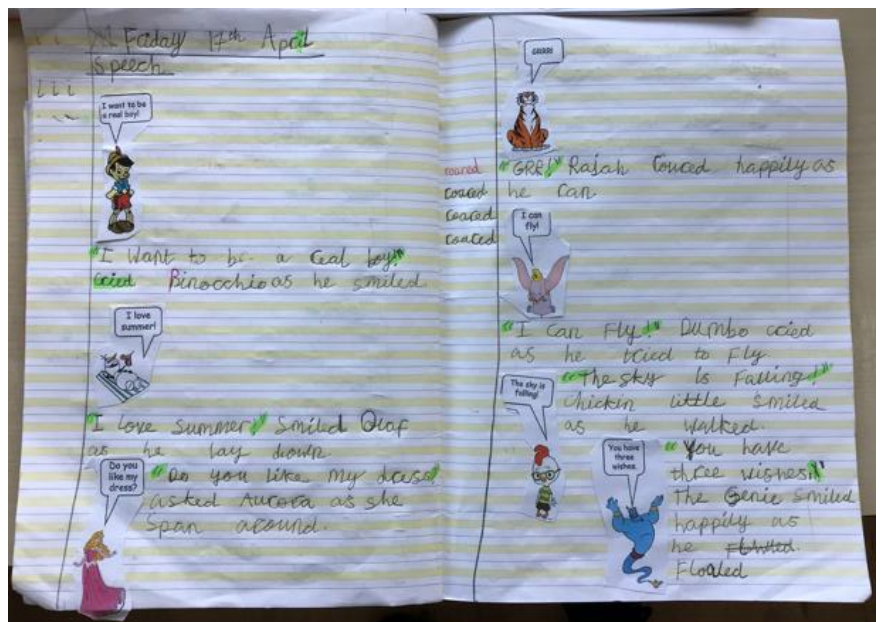


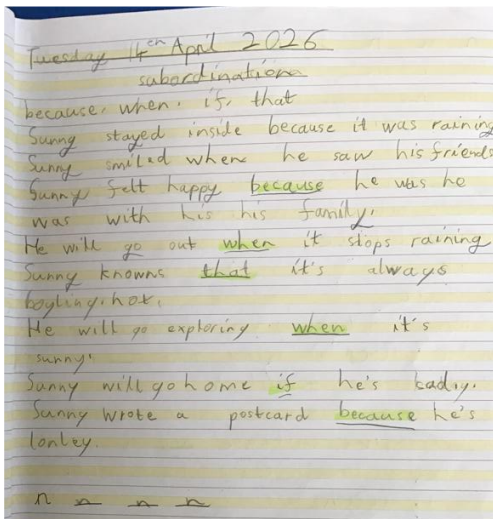
Year Five have just finished their promotional leaflet where they have used all their key skills to create an independent piece of writing – excellent work Year five!



Year Four have just started their work on The Wild Robot using adjectives, adverbs and expanded noun phrases to describe.

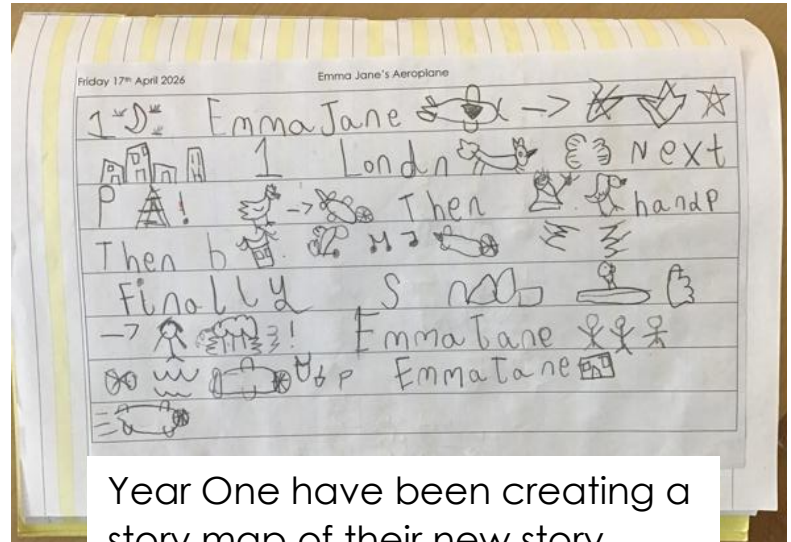
Year Three have just started their work on The Three Little Pigs looking at inverted commas to show speech.





Year Two have been using conjunctions to expanded their main clauses.

Reception have been practising using their sounds so write words about the hungry caterpillar.



Year One have been creating a story map of their new story, Emma Jane's Aeroplane.



Year 2 are very excited to be starting ukuleles this week to give them a taste of what's to come in the Autumn term of Year 3!

Year 4 have had a lovely term with Mrs Harper and have progressed their knowledge and skills since they started playing in Year 3.

Once Year 2 have had a taster, Year 6 will be picking up the ukulele again to continue to develop their skills. Look out for some performances to show off their progress!

# 10 Top Tips for Parents and Educators

## CREATIVE WAYS TO ENCOURAGE READING

Reading regularly has a life-long impact, yet recent data from the National Literacy Trust shows a decline in reading for pleasure among 8- to 18-year-olds, with just 32.7% enjoying it in 2025. Despite growing distractions, there are practical ways adults can spark a love of reading. This guide offers strategies and resources to help inspire young readers.

### 1 VALUE ALL READING

When we think about reading, it's very easy to picture a young person reading a fictional novel; however, reading is so much more than this. To help them understand, why not show them how to create a 24-hour reading diary? Jot down all reading and then discuss this with them. By doing this, you can demonstrate the many ways we turn to reading.

### 2 WIDEN THE SELECTION

Once we know reading can be varied, we need to think about the selection of reading material they can access. Visit a shop selling magazines, the library and a bookshop, and consider the range of material that is available within them. Then consider how you might broaden their reading choices, so all young people have access to a wide and varied selection.

### 3 GIFT A BOOK

One simple way to encourage reading is to make books feel special. Gifting a book adds value and shows it's something to be treasured. Whether it's as a reward or for a celebration like a birthday, let the young person choose a title or pick one you know they will enjoy. You could also include a personal note inside.

### 4 CONNECT WITH AUTHORS

Meeting authors can certainly spark an interest in their reading material. This might be through a live event in a school/bookshop or by using the wealth of online material that is now available. Encourage young people to look at ways to connect with authors using free resources such as Authorly and Just Imagine's Children's Authors Live.

### 5 BUILD YOUR KNOWLEDGE

Access training about reading for pleasure to widen your understanding of this topic and, more importantly, how to develop it. Explore a wide range of free resources that can be found online. The more you know, the better placed you are to inspire a love of reading in others.

### 6 TALK BOOKS

There are times when we need silence to read and focus on our book; however, we know that reading is a social experience, so we must also factor in discussion time. Reading the same book gives two people a connection and the opportunity to voice their thoughts and questions about it. Why not buy two copies of a book and read it together? Start the connection.

### 7 RECOMMENDATIONS

As well as talking about the content of books, we can share what we are reading or have read recently. This can often act as a trigger for someone else to explore it. How often have you watched a film or series because someone else has recommended it? It's the same with books. If you know the young person well, you can tailor your recommendations and share why you think they'll enjoy it.

### 8 GO DIGITAL

With the rise in online digital material, we can easily focus on the negatives; however, it also brings a wealth of opportunities. Resources can aid and enhance the reading experience for young people. They can read along with audiobooks, translate, and track their reading goals with resources like Polyilino and apps like Goodreads for older children. Augmented reality books also bring books to life and offer a great way for engagement.

### 9 RECONNECT

There can come a time when a love of reading seems to disappear. It does not mean it's gone forever; it generally means they have lost the connection. How do we get it back? Find the next piece of reading material that sparks their current interests. The National Year of Reading focus of 'Go All In' captures this well as it is their key theme. As children grow and change, so do their interests. A visit to the local library is a great way to support the reconnection.

### 10 LEAD BY EXAMPLE

Let them see you reading. If you make time to read, you send a strong message to children: reading matters. Share why you enjoy it. Is it to relax, escape the world, learn something new or to be entertained? When children see reading as a normal and valued part of everyday life, they are more likely to adopt it themselves.

### Meet Our Expert

Carl Pattison is a literacy advisor and early reading expert at The National College. Through his programmes, he supports schools to enhance reading and writing. In addition to his independent work, he also works for a large academy trust in the East Midlands as the strategic lead for their English Hub and Literacy Excellence Centre.



The National College®

See full reference list on our website

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## Cricket

We have been lucky enough to have Callum from Worcester County Cricket Foundation in school on Monday's teaching the children how to play Cricket. Most year groups take part and are building their batting, throwing and fielding skills to be able to play cricket.



## Swimming

Year 5 have been going swimming on Wednesday's. They are enjoying the challenge of learning to swim and building their resilience in the water. We look forward to seeing the progress they make!



## ART

In Art this term, Year 3 will be sculpting canopic jars. We are excited about this as we are very much enjoying our learning on Ancient Egypt. Before we can sculpt a canopic jar, we need to master some skill sets. Step one was sculpting a pinch pot. We made these pinch pots out of clay which was very hard to work with. First, we had to warm the clay up by squeezing it between our hands. Once it was warmer we could roll it into a ball. When we had our clay ball, we could poke our thumb inside and begin to pinch around the edges. This took lots of resilience as the clay didn't always go where we wanted it to. Year 3 are very proud of their pinch pots and cannot wait to begin designing and sculpting their canopic jars!





# Science Newsletter

Spring Term



## Our Learning...

We are learning about:

Year 1 - Plants

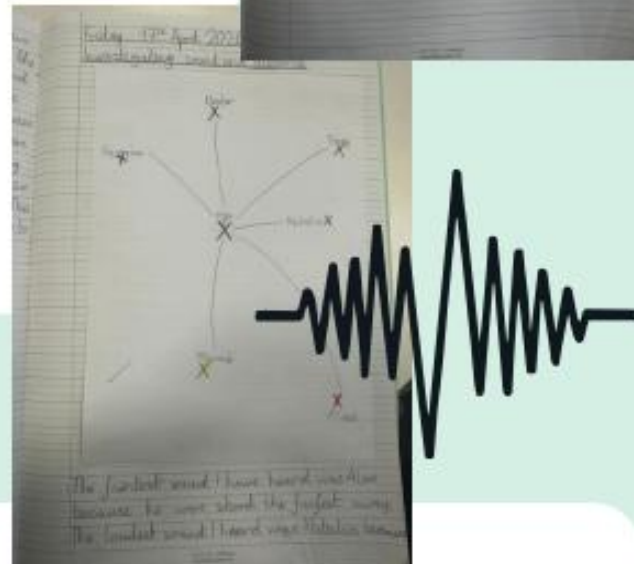
Year 2 - Materials

Year 3 - Forces and Magnets

Year 4 - Sound

Year 5 - Forces

Year 6 - Electricity



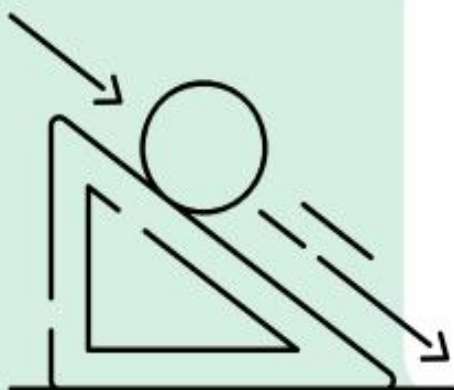
|               |                     |                   |
|---------------|---------------------|-------------------|
| Double Cream  | Hair Conditioner    | Washing Up Liquid |
| Table Salt    | Talcum Powder       | Sparkling Water   |
| White Vinegar | Cereal              | Food Colouring    |
| Cornflour     | Bicarbonate of Soda | Fridge Magnets    |
| String        | Milk                | Raisins           |

### Bicarb and Vinegar Volcano

Mix together bicarbonate of soda and vinegar in a container and watch as they react and create a fizzy eruption. Why not go the extra mile and add a few drops of red or orange food colouring to make it look like lava, or green to make it look like slime?

### Dancing Raisins

Drop a few raisins into a clear glass of sparkling water or lemonade and watch them dance up and down as the bubbles attach to them and pop over and over again.



## Learning at home...

There's lots of ways you can get involved with science learning at home. Check out some of these sites:






<https://kindrednurseryseries.co.uk/blog/2023/03/8-easy-science-experiments-using-just-household-ingredients>

<https://www.bbc.co.uk/bitesize/subjects/z6svr82>




# DIARY DATES

Dates/times may change and we will notify you by text.

MAY 2026

|   |                  |   |                                     |   |
|---|------------------|---|-------------------------------------|---|
|   |                  |   |                                     | 1<br>Celebration Assembly<br>9AM                      |
| 4<br>SCHOOL CLOSED<br>Monday is<br>May Day<br>Bank Holiday  | 5<br>ROCK STEADY | 6<br><br>Y5 SWIMMING                         | 7<br>WEST<br>TRANSITION<br>WORKSHOP | 8<br>Celebration Assembly<br>9AM                      |
| 11<br>SAT'S WEEK  | 12<br>SAT'S WEEK | 13<br>SAT'S WEEK  | 14<br>SAT'S WEEK                    | 15<br>SAT'S WEEK                                      |
| <br>CRICKET SESSIONS<br>IN YEAR GROUPS | ROCK STEADY      | <br>Y5 SWIMMING                              |                                     | Celebration Assembly<br>9AM                           |
| 18  | 19               | 20  | 21                                  | 22  |
| <br>CRICKET SESSIONS<br>IN YEAR GROUPS | ROCK STEADY      | <br>SPORTS<br>& FAMILY PICNIC<br>Y5 SWIMMING |                                     | SCHOOL CLOSED<br>TO PUPILS<br>TEACHER<br>TRAINING DAY |
| 25<br>HALF TERM   | 26<br>HALF TERM  | 27<br>HALF TERM   | 28<br>HALF TERM                     | 29<br>HALF TERM                                       |

JUNE 2026

|   |  |  |  |                             |   |
|---|--|--|--|-----------------------------|---|
|   | 1<br><br>CRICKET SESSIONS<br>IN YEAR GROUPS | 2<br>ROCK STEADY   | 3<br><br>Y6 SWIMMING                                  | 4                           | 5<br>BACK UP DATE<br>FOR SPORTS DAY<br>& FAMILY PICNIC<br>9AM<br>Celebration Assembly |
| 8   | 9  | 10   | 11   | 12                          |   |
| MTC & PSC WEEK  |  | MTC & PSC WEEK   |  | MTC & PSC WEEK              |   |
| <br>CRICKET SESSIONS<br>IN YEAR GROUPS | ROCK STEADY  | <br>Y6 SWIMMING   | Y4 : OVERNIGHT CAMP AT CARNFORTH   |                             | Celebration Assembly<br>9AM   |
| 15  | 16   | 17   | 18   | 19                          |   |
| <br>CRICKET SESSIONS<br>IN YEAR GROUPS | Y6 BELLBOATING<br>PRACTICE<br>ROCK STEADY  | <br>Y6 SWIMMING   | <br>SMILE SQUAD<br>PEDIATRIC DENTISTRY<br>IN NURSERY | Celebration Assembly<br>9AM | Y1 TRIP TO THE<br>THINK TANK  |
| 22  | 23   | 24   | 25   | 26                          |   |
| <br>CRICKET SESSIONS<br>IN YEAR GROUPS | ROCK STEADY  | <br>RECEPTION<br>TOOTHBRUSHING<br>MONITORING<br>Y6 SWIMMING | Y6 : OVERNIGHT CAMP AT UPPER ARLEY   |                             | Celebration Assembly<br>9AM   |
| 29  | 30   |  |  |                             |   |
| Y6 TUDOR GRANGE TRANSITION WEEK   |  |  |  |                             |   |
| Y6 NUNNERY WOOD<br>TRANSITION DAY   |  |  |  |                             |   |
| <br>CRICKET SESSIONS<br>IN YEAR GROUPS |  |  |  |                             |   |

## ATTENDANCE from September 2025 to 24<sup>th</sup> April 2026

### Punctuality matters!

Being frequently late for school adds up to lost learning:

- Arriving 5 minutes late every day adds up to over 3 days lost each year.
- Arriving 15 minutes late every day is the same as being absent for 2 weeks a year.
- Arriving 30 minutes late every day is the same as being absent for 19 days a year.

19 days lost a year through being late means 90% attendance.

**missed minutes = missed learning  
= missed opportunities!**



|           |       |
|-----------|-------|
| Reception | 91.1% |
| Year 1    | 95.2% |
| Year 2    | 96.4% |
| Year 3    | 91.8% |
| Year 4    | 91.5% |
| Year 5    | 92.7% |
| Year 6    | 90.7% |



## PE DAYS

These are the days that your child will need to wear their PE kits:

We are lucky to have a cricket coach with us until the end of term on Mondays, so all children from Y1 to Y6 will have time with him each week.

|           |   |
|-----------|---|
| Reception | Wednesday (Forest School) and Thursday (PE) |
| Year 1    | Monday and Tuesday                          |
| Year 2    | Monday and Wednesday                        |
| Year 3    | Monday and Wednesday                        |
| Year 4    | Monday and Thursday                         |
| Year 5    | Monday (PE) and Wednesday (Swimming)        |
| Year 6    | Wednesday and Friday                        |

This is the day that your child will need to wear old clothes for Forest School:

|         |                     |
|---------|---------------------|
| Nursery | Wednesday afternoon |
|---------|---------------------|



## SPORTS FLEECE'S

We have a limited supply of Carnforth sports fleece's in stock which will be available on Arbor today from 3pm. These will be available on a first come first served basis and we won't be having any more after these have gone!

Please order and pay on Arbor through the school shop – they are in chest sizes rather than ages and start at 26 inches up to 48 inches.

This isn't part of the Carnforth uniform and should only be worn on PE days, not in place of a school jumper.

# Who's who at Carnforth?

**Mr P Prigg –  
Headteacher**

**Mrs K Finnegan –  
Deputy Headteacher**

**Mrs V Smith – SENDCo  
Miss A Woodward – Trust SENDCo  
Mrs R Furlong – Family Support  
Worker**

**Mrs S McCormack – Pastoral  
Regulation Support Worker  
Miss E Holland – Pastoral  
Teaching Assistant**

**Miss K Walters –  
Office Manager**

**Mrs R Ranscombe -  
School Secretary**

**Miss B Cole –  
Reception Teacher**

**Mrs F Begum –  
Teaching Assistants**

**Mrs J Hawkes –  
Nursery Manager**

**Miss E Holland –  
Nursery Assistant**

**Miss L Jones –  
Year 1 Teacher  
Miss M Smith HLTA,  
Mrs N Ayub & Miss S Gillen  
– Teaching Assistants**

**Miss B East – Year 3 Teacher**

**Mrs S Kenwrick, Miss L  
Howell & Miss S Gillen –  
Teaching Assistants**

**Miss C Wall –  
Year 2 Teacher**

**Miss L Rice –  
Teaching Assistant**

**Miss N Weaver –  
Year 4 Teacher**

**Miss E Holland, Mrs J Jones &  
Miss J Lord – Teaching  
Assistants**

**Miss A Ferguson –  
Year 6 Teacher**

**Mrs K Lindsay &  
Miss N Crowe –  
Teaching Assistants**

**Mr L Atkinson –  
Year 5 Teacher**

**Mrs R Akhtar &  
Miss E Arrowsmith –  
Teaching Assistants**

**Mrs J Jones, Mrs M Pegram,  
Miss J Lord & Mr S Jeffries –  
Lunchtime Supervisors**

**Mr S Jeffries -  
Site Manager &  
Miss J Lord -  
Cleaner**