



GREYTHORN PRIMARY

"Engaging hearts, equipping minds, opening doors"

Autumn Term

Weekly Newsletter

14th November 2025

DATES FOR THE DIARY

TUESDAY 18th NOVEMBER

Bike ability group 1

WEDNESDAY 19th NOVEMBER

9.30am - 11.30am Open Morning

for Sep 2026 parents

School Disco

5pm - 5.45pm FS & Year 1/2

6pm - 7pm Year 3/4/5/6

THURSDAY 20th NOVEMBER

Bike ability group 2

MONDAY 24th NOVEMBER

Year 5/6 Holocaust Museum

FRIDAY 5th DECEMBER

Christmas Jumper Day

WEDNESDAY 10th DECEMBER

PM - Year 1/2 Christmas Nativity

THURSDAY 11th DECEMBER

AM - Year 1/2 Christmas Nativity

2025/26 TERM DATES

Autumn Term

3 November - 19 December 2025

Spring Term

5 January - 13 February 2026

24 February - 27 March 2026

Summer Term

13 April - 21 May 2026

1 June - 24 July 2026

INSET: 1 Sept, 2 Sept, 23 Feb, 22

May, 27 July



A MESSAGE FROM YOUR HEADTEACHER



Dear Parents and Carers,

A huge congratulations to our Robin Hood mini marathon team—what an amazing achievement!

And what a delightful surprise to have our special guest, Pudsey, join us this afternoon! Thank you all for your generous donations of cakes and your wonderful support for Children in Need. Together, we've raised a fantastic amount that will make a real difference to families in need.

Mrs Carpenter



CHILDREN IN NEED



THANK YOU



Children in Need Fundraising Update

Thank you very much for all your support with our fundraising for Children in Need this week. The final total raised by the school will be confirmed once all donations have been counted. So far, we are delighted to share that we have already raised over £1,000!

A special early mention goes to our individual fundraisers who took part in our 25 Challenge over half-term. Well done – you are amazing!

Leonard, Emily, Selina, Dylan, Sophie, Jack, Martha, Bethan, Renesmae, Sophia, Rithvik, Leia, Sufyaan, Matthew, Alexandra, Nina, Francesca, Charlotte

Here are some of the fantastic challenges they completed:

25 laps on her scooter

Read 25 books

25 Acts of Kindness

25 Keepy Uppies

Walked 25 km in the Lake District

25 independent walks around the block

Swam underwater 25 times

Read 25 pages daily

Donated 25 things to charity

25 Drawings

No devices for 25 hours!

Cycled 25 laps

sit ups, press ups, crunches, katas



ROBIN HOOD MINI MARATHON



Robin Hood Mini Marathon

We are so proud of Defea, Deslie and Eadie who were awarded second place in the schools section of the Robin Hood mini marathon. Deslie also designed the T-shirt for the mini marathon last year. Well done girls!



PROUD OF YOU



Well done!



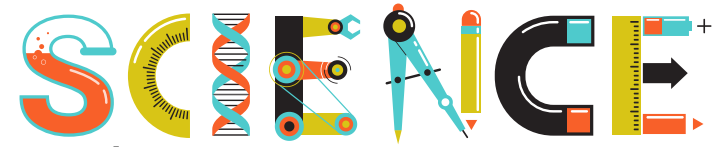
THIS WEEK'S HIGHLIGHTS

Foundation

This week in Foundation we have been learning all about our first celebration Diwali. We learnt all about why Diwali is celebrated and how. We made our own rangoli patterns and our own lanterns to light up the world for the wonderful festival of light.



THIS WEEK'S HIGHLIGHTS



Year 1/2

Our Year 1/2 scientists have been continuing to explore the world of materials! This week, the children became investigators—testing which materials could be bent, stretched, twisted or pulled. The children worked well together and were very curious! At the end of the experiment, the class made a class results table to show their findings. They had lots of fun!





THIS WEEK'S HIGHLIGHTS

Year 3/4

This week, in Year 3/4, we have been considering the differences between two well known Ancient Greek city states: Athens and Sparta. We compared both states before deciding which one we'd prefer to live in by weighing up their pros and cons.

I like Sparta better because it's more fair than Athens. Athens doesn't let girls do any of the good things because girls have to do chores and have to go to school. In sparta, its not just boys who go to school girls go aswell. Instead of having to write and read you do warrior training and gymnastics. The only bad thing about Sparta is theres mountains all around so you can't leave.

I would like to live in Athens because it has a sea so it has a better trading system and they are good at art. But I am not so keen that girls can't vote or go to school so they can't get a job.

	Athens 	Sparta 
Location	Athens is near the sea round a mountain called Acropolis.	It was surrounded by mountains.
Government	They had a democracy. They were to vote how the city was run.	There were two kings who made all the rules.
Purpose of school	Boys learnt to read and write. They were educated.	To become strong.
Life for boys	They went to school at the age of 6-20.	They went to school to be taught to be warriors.
Life for girls	They stayed at home. Women could not vote.	They went to school to be taught combat skills and gymnastics.
Buildings/ other features	Parthenon is a famous building.	Every one lived in farm houses.



THIS WEEK'S HIGHLIGHTS



Year 5/6
 Year 5/6 have been working hard in English to write some war-themed poems, showing the harsh realities of war. Here are some of the final pieces.

War is awful, war is bad,
 war is not all fun and games, my dad
 I remember, when I was young,
 surviving the horrors of WW1

There was one thing that I vaguely remember,
 something that will be in my memory forever:
 we were in the dirty trenches, at around 5
 nursing broken legs, arms and eyes that had gone bad.
 Then my friend, my dear friend James
 Went out of the trenches and never came back again.
 He walked straight onto No-mans land
 The place where all men are banned...

Still to this day I do feel sad
 what the Germans did to him was all to bad.
 They shot him, killed him, made him as dead as can be
 Until there was only skin, blood and bones to see.

So like I said: war is awful, war is bad,
 war is not all fun and games, my dad

I remember when I was young
 cursing the horrors of WW1

To all who died in the horrors of
 WW1

The TRUE MEANING OF WAR:

Treading down the sodden path,
 Dead to even the bombs,
 A sniper here and there after every crash,
 Those dreams of glory,
 Gone.
 Scared, maimed, not much to merrit,
 Very few survived the trench.

Gas! GAS! Gas masks were clanking and fixed on,
 But someone was coughing out, still,
 Coughing, drowning, dying,
 He didn't survive the Gas-filled bomb.

If you could carry,
 The dead body of your friend on a stretcher,
 Just like I did,
 You would not tell in such a zealous tone,
 To the younger generation,
 All wars,
 In blood and bone.



Soldiers are marching
 hungry and starving,
 They can't see a thing,
 they need a light blink,

Blood could get imprinted on your face
 just because you couldn't keep up your pace,
 Now it's really time to embrace
 that war isn't filled with such beauty and grace,

Letters from my family make me weep
 but that might have been from the lack of sleep,
 My friend got caught in a storm of gas
 they needed help to put on their mask,

But it was too late
 they got blinded by the hate,
 Now you know the reality of war
 It's not happy it's sad and cruel.

by Emily Hefnawy

Memento Mori by Alex Thompson

Downed in exhaustion, aching in pain,
 We marched through the mud and sludge
 Back to the trench again.
 Many men had lost their boots
 And had injuries no doctor could cure.
 Mergulous buzzed around us, but we could scarcely hear over the hoots behind.

Then, an explosion.
 Real RUM! Hurry!
 As quick as a fire spreading through grass, panic had risen.
 Men ran as fast as they could, gunshot ringing in their ears.
 Running for my life I reached the trench
 And daring to look back,
 I saw my brother, propped on the spot, surrounded by the smoky stench.
 Before I understood what was happening,
 A bullet soared through the air, hitting him.
 He fell down, dead.
 I cried out in anguish, my body collapsing in pain.
 A hand reached out and pulled my kneeling body in the trench.

I will never forgive myself for not realising what was happening in time.
 I can't stomach the feeling in my stomach,
 Thinking in guilt and sorrow.
 Two words haunt my mind, ringing in my ears:
 Memento mori.
 Remember you will die.



THIS WEEK'S HIGHLIGHTS



The Woes of war

Marching through the smoky clouds,
breaking past the ether, no matter how loud.
Surrounded by sad, shattered souls,
Shivering and chattering in the cold.

As a cry went up, a bomb deployed.
Run, RUN! A wibbly bang!
With minor injuries, we manage to escape.
But what happened next sealed my mate's fate.

A gas started, in the nick of time
my friend was caught, beamed alive.
Before I had time to cry, believe,
the gas he spread, no time to best believe.

Trust me when I say there is more to war than playing with toys
war is not nice and war is not fun!
Remember to never judge a book by it's cover,
any thing could happen in a war, even losing a brother.

By Jannar

We were marching through 10 years land
Dirt, mud, yawning
It was early in the morning
Fatigue drowned us as sleep was a dream
The sun that we had once loved
Was as deep as the mud
Explosions swallowed us
But we were unaware so...
He didn't care.

Suddenly a bullet shot
It charged at him
Him, my best friend
I tried to move him but...
My reflexes weren't enough
He lay there
With his blood in my mouth, I watched him
Suffering, spluttering, DYING
Him, the person I had known from the start of
birth.

My mouth still holds the traumas of his death

The person I had knew since the start
Dulce et Decorum est.

DULCE ET
DECORUM
EST

Jan 1942



An Opening to Hell

Cruel and merciless mist
Blacked our feet and gashed our battalions.
Battle scarred, limping with uncurable wounds
Aired, lame, drunk with fatigue we cursed through the sludge.
Dead from over the bombs and the sharp sound of bullets.

A bomb...

Falling, hoping to send us to our doom:
Time slowed down, My life flashed before my eyes.
How long had past? Minutes! An hour! Several weeks! days!
The smoke cleared, All injured. But one lay still as a rock.
I cried 'wake up!
A deafening silence followed, Death had struck...

And he had hit.

He write this at his grave, his memory haunting me,

And for those young boys whose long for such glory
Dont...
War is only a scar, a scar so deep it shall last you
Till your dying breath.

I memory of those whom lost their lives in order for
victory...
they will never be forgotten.

By Elck



THE GRAND CARE HOME



Sycamore Class

Yesterday Sycamore class were invited to The Grand Care home to take part in a Happiness Party. Everyone enjoyed taking part in interactive games using technology, puzzles and quizzes. The children were a credit to Greythorn showing respect and kindness. They met a resident who was in the merchant navy for 40 years and an ex Forest and England player, Frank. The choir will be back at The Grand to sing carols at Christmas.



Week

3

My School Menu

Winter 2025 - 2026

Week commencing

17th November, 8th December,

14th January, 4th February,

2nd March, 23rd March



	Monday	Tuesday	Wednesday	Thursday	Friday
Option 1	<p>Margherita pizza <i>Soya Gluten Milk</i> with potato balls, baked beans & sweetcorn</p>	<p>Vegetarian roll <i>Soya Milk Gluten</i> with French fries, seasonal vegetables & gravy</p>	<p>Beef Bolognese <i>Mustard Soya Gluten</i> OR Quorn Bolognese <i>Mustard Soya Gluten Egg</i> with garlic bread, <i>Gluten Milk Soya</i> pepper & cucumber sticks</p>	<p>Bangers & mash <i>Gluten Sulphur Dioxide</i> OR plant based sausage <i>Soya Sulphur Dioxide</i> with seasonal vegetables & gravy</p>	<p>MSC Fish fingers <i>Fish Gluten</i> OR Fishless fingers <i>Gluten</i> with oven chips, baked beans & peas</p>
Pudding	<p>Yoghurt pot <i>Milk</i></p>	<p>Golden syrup flapjack <i>Gluten</i></p>	<p>Iced sprinkle cookie <i>Gluten</i></p>	<p>JimJam 'Nut Free' Chocolate brownie <i>Egg Milk Gluten</i></p>	<p>Ice cream tub <i>Milk</i></p>

Menu

w/c

17 November 2025

Please find attached our current lunch time menu.

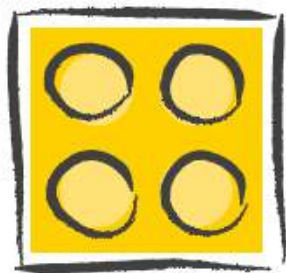
If your child would like a school lunch they will be able to order on the day, the cost is £3.16 and needs to be paid in advance.

FOOD HYGIENE RATING

0 1 2 3 4 **5**

VERY GOOD

FOGSA NEWS



Fab Bricks®

Order a discounted personalised LEGO® brick keyring / bag-tag through your school & raise funds at the same time!

We're delighted to offer you a great deal on our personalised LEGO® brick keyrings, whilst helping your school, nursery or preschool PFA/PTA raise valuable funds.

Order through your school for just £3.25 each, that's a discount of 50p off the normal price of £3.75 and for each one you buy, your school receives £1.00!



Order in three easy steps:

1. Pick your colour
2. Pick your font
3. Write the text you would like

The keyrings will be sent to your school/PTA to distribute.

To order, please pay for your keyring(s) via ParentPay and submit your order details using the Google form circulated by FOGSA on Dojo and the year group WhatsApp groups.

Orders close: Friday 14th November

Order as many as you like!
Many thanks, FOGSA

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Fab-Bricks Ltd 2012. Company Reg No: 08204420

keyring colour:



Blue



Orange



Red



Green



Black



Purple



Pink



White



Azure



Lavender



Yellow



Lime

font:

MarShmallow

KOMIKA

Grand

Painter

Sketch

COMMUNITY EVENTS

St Paul's Boundary Road

Messy Church **FREE!**

Meal included!

Arts and crafts

Bible stories

Singing together

Lots of fun for children of all ages and their parents and carers. Come along and get creative!

Saturday 15th November
3:45pm - 5:30pm

Scan to book your **FREE** place >>>
or visit stpaulsboundaryroad.churchsuite.com/events/3mitljuc

St Paul's Church, Boundary Road, NG2 7DB



St Paul's Boundary Road

Free!

FOOTBALL CHURCH

FSM NOTTINGHAM, Rushcliffe School, Boundary Rd, NG2 7BW

3rd Sunday of the month (except August)

1.30PM - 2.30PM:
YEAR 2 TO YEAR 6 AND THEIR CARERS


2.30PM - 3.30PM
YEAR 7 TO YEAR 13

PRE-REGISTRATION ESSENTIAL

These sessions are fully funded and no fee is required thanks to the generosity of Nottingham City Mission.

2025 21st September
19th October
16th November
21st December

Scan to book



stpaulsboundaryroad.com/football-church • SueBCYF@outlook.com

NPO Nottingham Philharmonic Orchestra

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- Aladdin
- Legend of Zelda
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- Music for the Royal Fireworks
- Crown Imperial

Royal Concert Hall, Nottingham
Sat 31 Jan at 6pm
trch.co.uk
0115 989 5555




Vocals

BIG YOUTH CHRISTMAS SING

A FUN WORKSHOP AND CONCERT OPEN TO CHILDREN AGED 5 - 14

Saturday 13 December
Nottingham Trent University
Clifton NG11 8NS

Sunday 14 December
Albert Hall, Nottingham NG1 5AA

More details on overleaf

Music for everyone

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Nottingham Trent University





A VERY WARM WELCOME
AWAITS YOU
AND YOUR CHILDREN



*WE TAKE GREAT PRIDE
IN DEVELOPING HAPPY
CHILDREN WHO
BELIEVE IN
THEMSELVES.*

**COME AND SEE
OUR
WONDERFUL
SCHOOL**

OPEN DAYS

WEDNESDAY 19TH NOVEMBER 9.30AM - 11.30AM
SATURDAY 10TH JANUARY 10AM - 12 NOON

✉ office@greythorn.notts.sch.uk

☎ 0115 914 9779

🌐 www.greythornschoo.co.uk

📍 Greythorn Drive | West Bridgford | Nottingham | NG2 7GH



TODDLER STAY AND PLAY

A VERY WARM WELCOME

AWAITS YOU

AND YOUR CHILDREN

For Parents/Carers with Children (age 0 – 4 yrs) living in the local community

Come and join us for playtime, chat and refreshments



Free of Charge

Friday

9.15AM – 10.15AM

28th November

12th December



Please email/telephone to reserve your place

✉ office@greythorn.notts.sch.uk

☎ 0115 914 9779

🌐 www.greythornschoo.co.uk

📍 Greythorn Drive | West Bridgford | Nottingham | NG2 7GH



Miss school...

MISS OUT



The ripple effect – impact on future prospects



How missing school can impact on your child's future

It's tempting to take your child out of school for a holiday or special event, but the consequences even for a few missed days can be huge. Absenteeism can have a real impact on a child's education and their future prospects. Here's why...

Disrupted Learning: Missing school can lead to gaps in knowledge and understanding, making it difficult to keep up with their learning.

Negative Academic Performance: Absenteeism is often linked to lower grades, decreased achievement, and increased risk of not reaching their potential.

Social Isolation: Being absent from school can lead to feelings of isolation, difficulty making friends, and problems socialising.

Behavioural Issues: Absenteeism can contribute to behavioural problems, such as truancy, skipping classes, and dropping out of school.

These negative consequences can follow a child into adulthood, affecting their chances of finding employment, earning a decent income, and achieving their full potential.

All parents want the best for their children so break this cycle. Prioritise your child's education and ensure they attend school regularly. If you're facing challenges that prevent your child from attending school, seek help and support from your school.

Remember, investing in your child's education today will pay off in the future.

#SchoolHolidaysNotTermTimeHolidays #InvestInYourChildsFuture



10 Top Tips for Parents and Educators EMPOWER DYSLEXIC LEARNERS

Dyslexia affects how some people process information relating to reading, writing, and memory. It varies widely between individuals and can influence how learners engage with certain tasks. With the right support and understanding, children and young people with dyslexia can feel confident and included in their learning environment. This guide offers practical tips to help parents and educators create supportive, responsive spaces that promote engagement, independence, and wellbeing.

1 UNDERSTAND DYSLEXIA



Take time to understand the diverse ways in which dyslexia manifests in children and young people. Recognise the challenges and the strengths, from difficulties with literacy to increased creativity, problem-solving, and big-picture thinking. A strong foundation of knowledge leads to more effective support, and by raising your understanding of children's individual ways of working and thinking, you can help them feel proud of who they are.

2 ADAPT TEACHING



Learners with dyslexia often thrive with multisensory approaches, so it's important to explore and adapt teaching styles that engage multiple senses or reduce sensory input when needed. Flexibility is key! Remember, what works well for one learner may not work for another, so encourage pupils to experiment and personalise their own approach to classroom learning.

3 CREATE SAFETY



Foster a classroom culture where dyslexic pupils feel safe to be themselves. When learners don't feel the need to mask their difficulties, they're more likely to engage, take risks, and grow. Think Maslow before Bloom!

4 CELEBRATE ALL ACHIEVEMENT



Recognise and celebrate progress, academic or otherwise. Acknowledging effort and success builds confidence and reinforces a growth mindset. Let young people know you believe in them and help them see their own strengths.

5 SUPPORT NOTE-TAKING



Support children and young people in finding note-taking methods that work for them, such as mind maps, colour-coding, sketches, voice recordings, or digital tools. These strategies not only aid learning now but are valuable skills for future education and employment.

6 SET SMART GOALS



Set SMART goals: Specific, Measurable, Achievable, Realistic & Timely. Focus on what's achievable to build momentum. For example, if a pupil is consistently scoring 3/10 on spelling tests, adjust the target to match their current level and celebrate progress.

7 MAKE LEARNING MEANINGFUL



Connect learning to real-life contexts. Use imaginative, relatable examples to bring abstract concepts to life, for example, using squash ratios or zoo feeding routines to teach proportion - relevance boosts motivation and retention.

8 KEEP RECORDS



Keep a clear, up-to-date record of what strategies and accommodations work best for each learner. This 'case history of need' is invaluable during transitions from one setting or phase of education to another and helps ensure continuity of support - a key component of making reasonable adjustments.

9 TEACH ORGANISATION



Organisation can be a challenge for dyslexic learners. Regular check-ins on homework, projects, and deadlines can make a big difference. Teach and model planning tools, such as calendars, checklists, and visual timetables, to build independence over time.

10 CHAMPION INDIVIDUALITY



Just like fingerprints, no two dyslexic learners are the same. Be open to trying different approaches and encourage students to reflect on what works for them. Promoting self-awareness and independence is one of the most powerful things you can do!



Meet Our Expert

Elizabeth Wilkinson MBE is a pioneering advocate for neurodiversity and the founder of The Dyslexic Dyslexia Consultant. With a career spanning over two decades, Elizabeth has become a nationally respected voice in the field of dyslexia awareness, education, and inclusion.

