



GREYTHORN PRIMARY

"Engaging hearts, equipping minds, opening doors"

Spring Term

Weekly Newsletter

16th January 2026

DATES FOR THE DIARY

MONDAY 2nd – 4th FEBRUARY

Year 5 Whitemoor Lakes

MONDAY 23rd FEBRUARY

Inset Day

FRIDAY 6th MARCH

Year 3/4 Tropical Butterfly House

MONDAY 16th MARCH

Year 5/6 National Space Centre

TUESDAY 28th – 30th APRIL

Year 3/4 Ilam Hall

MONDAY 11th – THURSDAY 14th

MAY

KS2 SATS 2026

SUNDAY 19th – THURSDAY 23rd

JULY

Year 6 – York Residential



A MESSAGE FROM YOUR HEADTEACHER

Dear Parents and Carers,

What a fantastic week of learning and pure joy!

Our Year 5/6 pupils lit up the stage at the annual *Young Voices* concert at BP Pulse Arena, singing and dancing their hearts out. The energy was electric as we shared the arena with an incredible lineup of talented singers, professional dancers and around 5,000 children all raising their voices together. The atmosphere was nothing short of magical. An experience that will stay with us forever!

Mrs Carpenter

2025/26 TERM DATES

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: 23 Feb, 22 May, 27 July



THIS WEEK'S HIGHLIGHTS

Foundation

In Foundation, we launched our new enquiry, "What do we know about our planet?" The children explored Planet Earth, learning about land and sea and locating where we live on a map. They thoroughly enjoyed investigating and discussing their discoveries.

In Art, we have been exploring primary and secondary colours. The children experimented with colour mixing and enjoyed creating new colours through hands-on activities.



THIS WEEK'S HIGHLIGHTS

Year 1/2

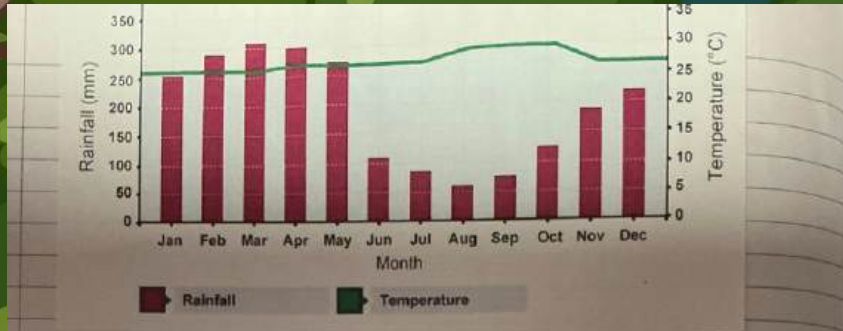
This week, Year 1/2 have continued with their painting topic. The children have already explored mixing primary colours to create secondary colours and this week they focused on mixing primary and secondary together to make tertiary colours. The children had great fun investigating and experimenting with colour mixing!



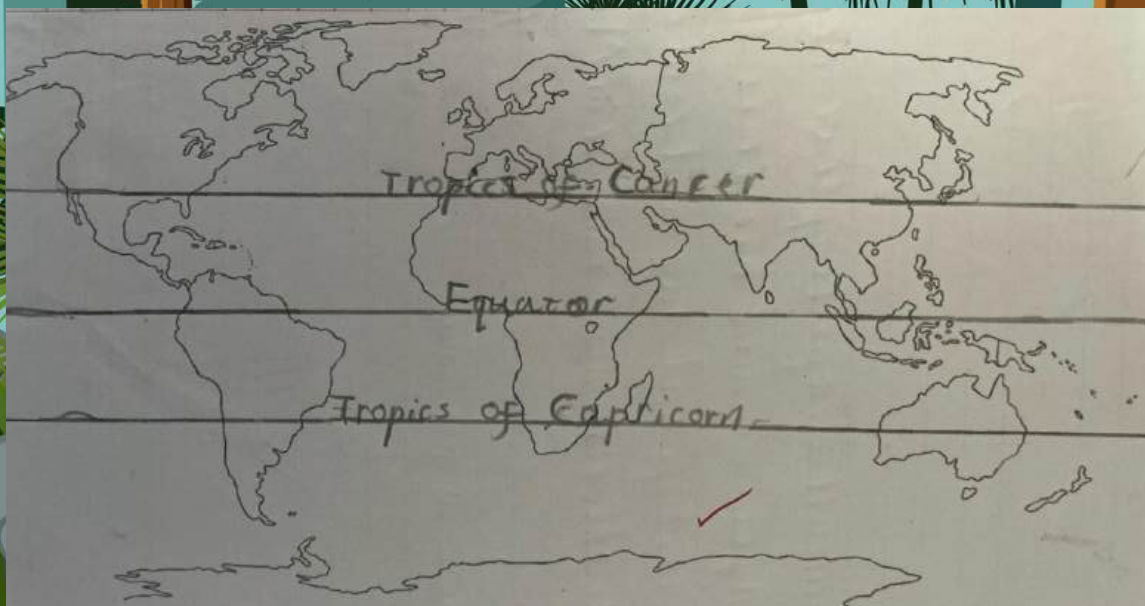
THIS WEEK'S HIGHLIGHTS

Year 3/4

As part of our Enquiry topic, Year 3/4 have been exploring where rainforests are located around the world. In Geography this week, we focused on how the location of rainforests affects weather and climate! The Year 3/4 team have been extremely impressed with how engaged the whole of Year 3/4 have been so far in exploring our Enquiry question 'What if there were no rainforests?'



The Tropical rainforest climate was once recorded as 30 degrees celsius, the most rainfall was in March, the hottest was in August, September and October. January, February and March has the same temperature as November and December. It is humid all year around. The least rainfall recorded was at August, when the temperature starts to rise up. Tropical rainforests do not have any seasons at all, they are just hot and rainy all year around.



THIS WEEK'S HIGHLIGHTS

Year 5/6

Year 5/6 have been practising their colour theory, creating secondary and tertiary colours, as well as exploring tones, tints and shades.



Week

3

My School Menu

Winter 2025 - 2026

Week commencing

17th November, 8th December,

14th January, 9th February,

2nd March, 23rd March

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

FOOD HYGIENE RATING

0 1 2 3 4 **5**

VERY GOOD

COMMUNITY NEWS



Parking

Please do not use **Hyde Park Close** to park on or for dropping off. The road does not have a pavement and it is not safe to be manoeuvring around pedestrians in such a small space.



St Paul's Boundary Road

Messy Church

FREE!

Meal included!

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



Arts and crafts



Bible stories



Singing together

Saturday 17th January
3:45pm - 5:30pm

Scan to book your **FREE** place >>>
or visit stpaulsboundaryroad.churchsuite.com/events/irodin5x

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



St Paul's Boundary Road

FOOTBALL CHURCH

Free!

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

3rd Sunday of the month (except August)

1.30PM - 2.30PM:
AGE 6-11 (Y2 TO Y6) AND THEIR CARERS

2.30PM - 3.30PM
AGE 11-17 (Y7 TO Y13)

PRE-REGISTRATION ESSENTIAL

These sessions are fully funded and no fee is required. Thanks to Ambassadors Football and St. Paul's for their ongoing support

2026 18th January
15th February
15th March
19th April

Scan to book



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Aspiration. Confidence. Creativity. Kindness. Pride. Respect. Resilience. Responsibility



What Parents & Educators Need to Know about DIGITAL DEVICES & WELLBEING

Children aged 7 to 14 now spend roughly 3 to 5 hours a day on phones, tablets, consoles, and computers. That much screen time has parents and educators worried – not just about the hours logged, but about online safety and the knock-on effects on mental health. This guide brings together practical, expert-backed strategies so adults can nurture healthier digital habits and help young people thrive both on and offline.

WHAT ARE THE RISKS?

SLEEP DISRUPTION

Excessive screen time, especially before bed, can interfere with melatonin production and delay sleep onset. Children may struggle to concentrate or regulate emotions due to poor sleep hygiene linked to late-night device use.

ONLINE PEER PRESSURE

Social media platforms expose children to unrealistic standards and peer validation loops. Likes, comments, and follower counts can influence self-worth and lead to anxiety or risky behaviour to gain approval.

CYBERBULLYING EXPOSURE

Children may encounter bullying through messaging apps, games, or social media. This can be persistent and anonymous, making it harder to detect. Victims often feel isolated and reluctant to report incidents.

REDUCED PHYSICAL ACTIVITY

Time spent on screens often replaces outdoor play and physical activity. This sedentary lifestyle can contribute to obesity, poor posture, and reduced cardiovascular health.

EMOTIONAL DYSREGULATION

Fast-paced digital content can overstimulate young brains. Children may become irritable, impatient, or struggle with boredom and emotional control when not engaged with screens.

PRIVACY AND SAFETY RISKS

Children may unknowingly share personal information or interact with strangers online. Without guidance, they may not understand the long-term consequences of digital footprints or unsafe online behaviour.

Advice for Parents & Educators

SET CLEAR BOUNDARIES

Establish screen-time limits and device-free zones, e.g. classrooms and dinner tables. Use parental controls and co-create a digital use agreement with children to encourage accountability. Trying a visual schedule or timer app can help children understand and stick to limits.

MODEL HEALTHY HABITS

Children mirror adult behaviour. Demonstrate balanced device use, take regular screen breaks, and prioritise face-to-face interactions to reinforce positive behaviours. Making a habit of putting your phone away during meals and conversations can show that real-life interactions come first.

ENCOURAGE OPEN DIALOGUE

Create a safe space for children to talk about their online experiences. Ask open-ended questions like, "What did you enjoy online today?" to build trust and awareness. Try setting aside 10 minutes each day for a digital check-in where children can share what they've seen or done online.

PROMOTE DIGITAL LITERACY

Teach children how to evaluate online content, recognise misinformation, and understand privacy settings. Empower them to think critically and act responsibly in digital spaces. You could use real-life examples from the news or social media to help children practise spotting fake information.

Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, which works with schools on improving their mental health provision.



#WakeUpWednesday

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