



GREYTHORN PRIMARY

"Engaging hearts, equipping minds, opening doors"

Spring Term

Weekly Newsletter

23rd January 2026

DATES FOR THE DIARY

FRIDAY 30th JANUARY

9.15am Toddler Stay & Play

MONDAY 2nd - 4th FEBRUARY

Year 5 Whitemoor Lakes

WEDNESDAY 11th FEBRUARY

4.30pm-6pm KS2 Pyjama Party

THURSDAY 12th FEBRUARY

4.30pm-5.45pm KS1 Pyjama Party

WEDNESDAY 25th & THURSDAY 26th FEBRUARY

Year 1/2 Chocolate Making

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

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



A MESSAGE FROM YOUR HEADTEACHER



Dear Parents and Carers,

It has been another super week of learning and enrichment across the school. Foundation pupils were full of excitement as they enjoyed learning about their special visitors.

A huge well done to our Year 5/6 girls' football team, who played brilliantly and have progressed to the next round of the Premier League Primary Stars tournament, sponsored by Notts County!

Mrs Carpenter



THIS WEEK'S HIGHLIGHTS

Foundation's Exciting "People Who Help Us" Visit

This week, Foundation had some very special visitors as part of our *Learning for Life* topic, People Who Help Us. We were delighted to welcome representatives from the police and the ambulance service.

The children loved learning about the important jobs they do each day and exploring the different equipment they use. Everyone had the chance to try on pieces of their uniform.

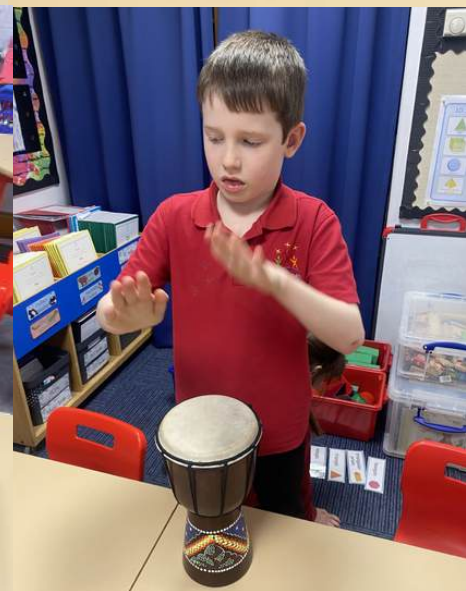
We then headed outside to take a closer look at the police car and ambulance. The children discovered how police officers and paramedics communicate with their control teams when responding to emergencies – and the highlight was getting to turn on the sirens!



THIS WEEK'S HIGHLIGHTS

Year 1/2

This week in Year 1/2, we have been exploring tuned and untuned instruments in our music lessons. The children have had lots of fun trying out the different instruments and playing them in a variety of ways, including varying the volume and creating steady beats.



THIS WEEK'S HIGHLIGHTS

Year 3/4

In Year 3/4, we have been studying two different artists: Hailey E Herrera and John Dyer. We have really enjoyed exploring the styles of both artists and thinking about their use of colour to create abstract rainforest paintings. We are looking forward to applying these techniques to create our own rainforest paintings in the coming weeks.

Wednesday 20th January 2026

LO: To explore the painting style of Hailey E. Herrera



HAILEY E. HERRERA

Hailey is a great artist and she's really good at using different techniques. And they are really colourful. She was born in 1971. She is also South-Korean.



This is one of the pictures that Hailey E. Herrera created. She uses lots of colour and detail.

This is something called batik. Batik is where you get some hot wax and then on top of it put white paint on it and peel it off and then it will create this pattern and I love this piece of art.



This is also one of her arts I love it. She's used again lots of different colours and a bit of Batik and I think this one is called Forest Rhythm.

Wednesday 21st January 2026

LO: To explore the painting style of John Dyer

John Dyer



John Dyer is a Post-Modern artist from Cornwall in the UK. He loves painting the Amazon rainforest. He has made many visits to the Amazon Rainforest and this has greatly inspired his work.

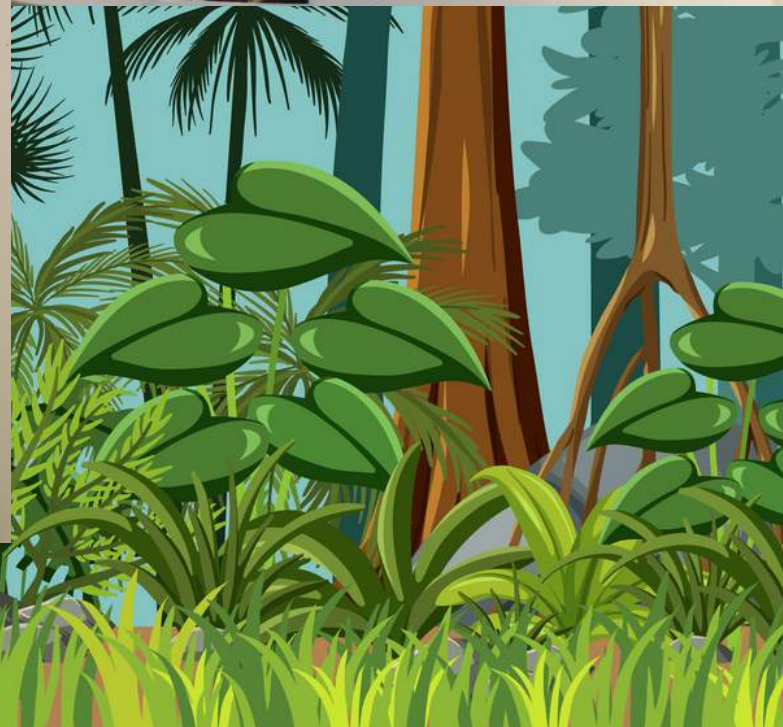
This painting is very vibrant and colourful. I like all of the animals because they add more detail. There are lots of contrasting colours like red and green and yellow and purple. He also uses different paint brushes.



This painting is very colourful and has lots of detail. I like the abstract and all of the colours. He would use paint brushes that are different shapes to add detail. I can see people and animals and there looks like there is sand.



This painting is very vibrant and abstract and I can see the Amazon River. I like the birds and butterflies. The small details on the leaves are made with small paintbrushes and the background is made by big paint brushes.



THIS WEEK'S HIGHLIGHTS

Year 5/6

Year 5/6 have been practising their dance skills this week. They have been learning a range of sequences and moves and setting them to various film scores, including *Jurassic Park* and *The Greatest Showman*.



SAVE THE DATE PYJAMA PARTY NIGHT

Wear pyjamas or whatever clothing you are comfortable in, bring pillows and blankets, get cozy, and let's party in style!

KS2
11th Feb
4:30-6
pm

GREYTHORN
PRIMARY
SCHOOL HALL

KS1
12th Feb
4:30-
5:45 pm

£3.50 INCLUDING ENTRY & SNACK
TICKETS AVAILABLE ON PARENTPAY SOON

Movie - Colouring - Snacks



Week

1

My School Menu

Winter 2025 - 2026

Week commencing

3rd November, 24th November,
15th December, 5th January,
26th January, 4th March

	Monday	Tuesday	Wednesday	Thursday	Friday
Option 1	Margherita pizza <i>Soya Gluten Milk</i> with potato balls, baked beans & sweetcorn	All day brunch Nottinghamshire sausage <i>Gluten Sulphur Dioxide</i> & bacon OR Plant based sausage <i>Soya Sulphur Dioxide</i> with hash browns, baked beans & scrambled eggs <i>Egg Milk</i>	Beef burger <i>Egg Sesame Gluten Sulphur Dioxide</i> OR Southern fried Quorn burger <i>Milk Egg Sesame Gluten</i> with French fries, pepper & cucumber sticks	Bangers, mash & Yorkshire pudding <i>Gluten Egg Milk Sulphur Dioxide</i> OR plant based sausage <i>Soya Sulphur Dioxide</i> with seasonal vegetables	MSC Fish portion <i>Fish Gluten</i> OR Fishless fingers <i>Gluten</i> with oven chips, baked beans & peas
Pudding	Chocolate Crispie <i>Gluten</i>	Yoghurt pot <i>Milk</i>	Gingerbread cookie <i>Gluten</i>	Iced sprinkle muffin <i>Gluten</i>	Ice cream tub <i>Milk</i>

FOOD HYGIENE RATING

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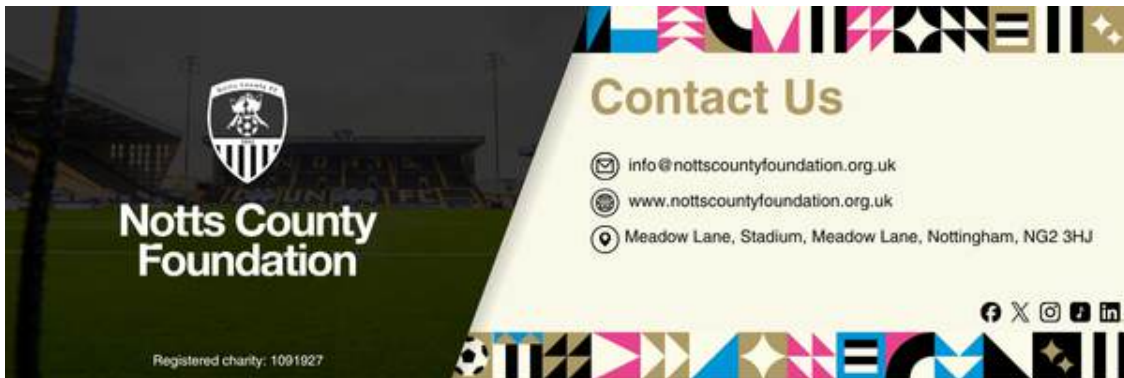
VERY GOOD

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. The same applies to **Uppingham Crescent**. Please do not park on this road or on the pavement. Pavement parking leaves very little space for school pedestrians, making it unsafe, and parked cars are also causing difficulties for vehicles trying to pass along the road.



In partnership with the University of Nottingham School of Education, we are delighted to be celebrating the incredible contribution of teachers and education providers at our Sky Bet League Two home fixture against Cheltenham Town on **Saturday 21 March**.

Local pupils, staff, and parents are invited to nominate a teacher who has helped someone feel that they belong and are valued within their school community. These nominations will help us recognise and celebrate the outstanding impact teachers have every day.

Our Chief Executive, Joe Palmer, shared:

"Teachers play a vital role in shaping lives and communities, and we're proud to be joining forces with our partners, the University of Nottingham, to honour their dedication. By celebrating those who help young people feel valued and included, we hope to shine a light on the power of education and inspire the next generation of teachers."

NOMINATE: CELEBRATING TEACHERS – Notts County FC



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



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

30th January
13th February
HALF TERM
6th March
20th March



Please email/telephone to reserve your place

What Parents & Educators Need to Know about ROBLOX

WHAT ARE THE RISKS?

Roblox is an online platform where users can play and create games known as 'experiences' made by other users. Roblox has a large UK audience. ITV News has reported that millions of people in Britain use the platform regularly, with children forming a significant proportion of its users. The sheer scale of it makes it extremely difficult to moderate effectively, creating risks for unsupervised children.

A PLATFORM RATHER THAN A GAME

Roblox differs from traditional video games in that it hosts millions of user-created experiences rather than a fixed set of developer-produced content. Each experience is self-rated by its creator rather than independently age-rated in advance, as is the case with PEGI-rated games. With millions of user-created experiences, moderation is largely automated which means that inappropriate content may reach younger players and have a harmful effect.

MATURE CONTENT

With much of Roblox's moderation automated through AI and creators self-certifying suitability, inappropriate content frequently appears on the platform. Some experiences may include content intended for older players. While Roblox has tools to restrict access based on age settings, these systems are not always perfect. Younger players are likely to encounter content you may deem unsuitable.

IN-GAME SPENDING

Roblox is free to play, but many experiences and cosmetics include optional purchases using Robux, the platform's virtual currency, to get advantages in games. This business model is common across online games, but reporting has highlighted cases where children have spent large amounts of money unintentionally or without understanding the real-world cost.

RISK OF ADDICTION

Roblox encourages repeated and extended play. Many experiences are made of short tasks, rewards, and progression systems that can prompt users to keep playing for longer periods of time. Some games also use reminders, daily rewards, or timed events to encourage frequent logins. These designs can make it difficult to stop playing. Spending long periods online may affect sleep, schoolwork, or other activities if boundaries are not in place.

COMMUNICATION WITH OTHER USERS

Roblox includes text and voice features that allow players to chat in shared game spaces. While the platform uses automated filters and moderation tools, media investigations have found that inappropriate and potentially harmful messages can still get through. There are risks that children could be targeted by groomers. In response, Roblox has announced changes to how chat works. The platform plans to use facial age-estimation technology to restrict chat access between adults and children they do not know.

Advice for Parents & Educators

USE PARENTAL CONTROLS

Roblox's parental controls provide an important starting point. Linking a child's account to an adult account allows parents to apply spending controls, limit communication features, and review recent activity. Regular supervision, use of parental controls, and conversations with children about what they see online can help reduce the risk of exposure to inappropriate content.

CONSIDER LIMITING OR DISABLING CHAT

Although Roblox is introducing tighter age-based chat restrictions, some parents and educators may prefer to disable chat entirely for younger children. Children can still play games while communicating with friends they know through other supervised platforms.

PLAY TOGETHER WHERE POSSIBLE

Playing Roblox with a child can help adults understand the types of experiences available, how monetisation works, and how children interact online. This shared engagement can also make it easier for children to raise concerns if something feels wrong. Parents and educators should monitor all games played on Roblox due to its self-rating nature.

ENCOURAGE OPEN CONVERSATIONS

Many Roblox experiences are creative and age appropriate, and for many children, the platform is an important way to socialise with friends. Rather than banning it outright, parents and educators should talk openly with children about online safety, spending, and how to respond to inappropriate behaviour.

Meet Our Expert

Alan Martin is a technology journalist who has written for publications including Wired, TechRadar, The Telegraph, The Evening Standard, The Guardian and The New Statesman.

