



GREYTHORN PRIMARY

"Engaging hearts, equipping minds, opening doors"

Spring Term

Weekly Newsletter

13th February 2026

DATES FOR THE DIARY

FRIDAY 13th FEBRUARY

Last Day Before Half Term Break



MONDAY 16th - 20th FEBRUARY

School Holidays

MONDAY 23rd FEBRUARY

INSET DAY - School closed

WEDNESDAY 25th & THURSDAY 26th FEBRUARY

Year 1/2 Chocolate Making

THURSDAY 5th MARCH

World Book Day

FRIDAY 6th MARCH

Year 3/4 Tropical Butterfly House

MONDAY 16th MARCH

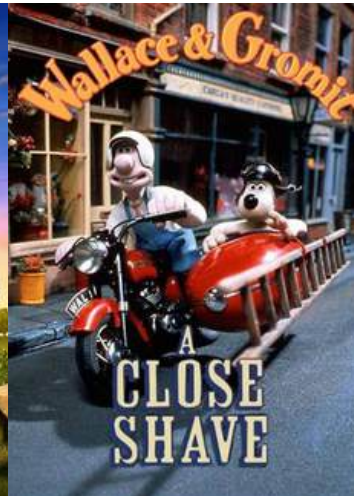
Year 5/6 National Space Centre

TUESDAY 28th - 30th APRIL

Year 3/4 Ilam Hall

MONDAY 11th - THURSDAY 14th MAY

KS2 SATS 2026



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,

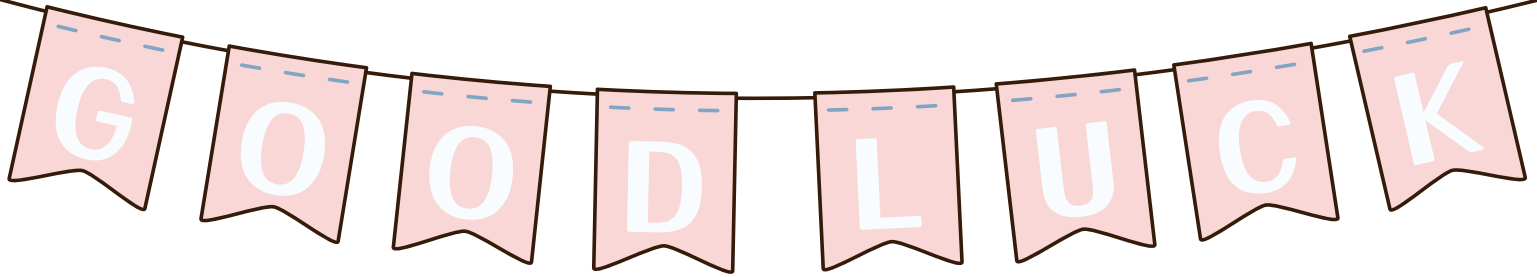
What a quick half term it's been! Packed with engaging learning and brilliant events happening all around the school.

Thank you to FOGSA and Greythorn staff for the fun 'pyjama parties' this week. Our children seemed to really enjoy themselves, cosy and snug in their PJs, enjoying treats and snacks, watching movies together.

Wishing everyone a restful break with your families. We look forward to welcoming you back on **Tuesday 24th February**.

Mrs Carpenter

TEAM NEWS



Staffing

We wish Mrs Rowe all the very best as she begins her maternity leave. We are delighted to welcome Mr Cain Ahmed, who will be joining Mrs Cox and Sycamore Class after the half-term holiday.



Hello everyone! My name is Mr Ahmed, and I'm really excited to be joining the Greythorn community in February. I bring with me over 12 years of teaching experience and I'm passionate about creating a positive and engaging environment where every student feels safe and happy.

Outside of school, I love spending time with my dog, Frankie, and staying active – whether that's playing football or badminton, going paddleboarding, or enjoying a good walk outdoors. I also run my own wellness studio, where I teach yoga and share my love of movement and mindfulness.

I'm really looking forward to getting to know all of you.



Baby News!

This half term has already brought us an amazing four new additions to the Greythorn family! Huge congratulations to Miss O'Grady, Ms Chan, Mrs Overton and Ms Wadsworth on the wonderful arrival of your babies!



BRITISH SCIENCE WEEK



SCIENCE



On the week commencing **9th March**, we will be celebrating British Science Week.

The theme of the week is, 'Curiosity: what's your question?'

This theme is all about getting us thinking about what we most want to know about the world, and how we could find out. Curiosity is at the heart of science! All scientific discoveries and advancements have come from a spark of curiosity.

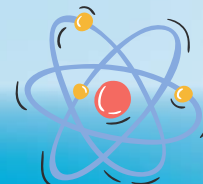
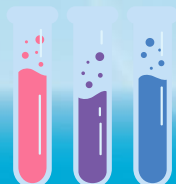
Over the course of the week, we will be coming up with questions as well as doing lots of exciting science activities and hands on investigations.

We would love for you to get involved at home as well. Please see the post on Class Dojo for a variety of experiment ideas. It would be fantastic if you could have a go at some of these experiments (or your own!) between now and the end of British Science Week. We would love to see how everyone has been demonstrating curiosity! Please share your questions and explorations on ClassDojo by sending them to me (Miss Mason). All the children who share their explorations on ClassDojo will receive a prize and some of the children will have the opportunity to share their investigations and observations in our assembly on **Monday 9th March**.

If you are a scientist or work in the science field and would like to talk to your child's class about your work, please also get in touch! We would love to hear from you!

The Nottinghamshire Festival of Science and Curiosity is also currently underway this week and next week (half term). Please see the website if you would like further information or to get involved: <https://nottsfosac.co.uk/>

Happy investigating!



THIS WEEK'S HIGHLIGHTS

Foundation

This week in Foundation, we consolidated our learning about habitats. We explored a variety of habitats and talked about what makes each one unique. The children made links between climates, living conditions, and the animals that live there, discussing how each habitat is an adaptation that helps animals survive. They also had the opportunity to create their own habitats, choosing from a range of animals to bring their ideas to life.



THIS WEEK'S HIGHLIGHTS



Year 1/2

In Year 1/2 PE this week, the children have been learning to link different gymnastic positions together, including a clear start and finish pose.



THIS WEEK'S HIGHLIGHTS

Year 3/4

This week in Year 3/4, we've been putting into practice the vibrant art styles inspired by John Dyer and Hailey E. Herrera. After beginning last week with rainforest sketches and a wash background, the children have now added their final details using bold, abstract colours and a variety of brush techniques to create texture.

Their finished pieces are brilliant— they look ready to be displayed in a gallery. The creativity and care they've shown are something to be really proud of.



ART



THIS WEEK'S HIGHLIGHTS

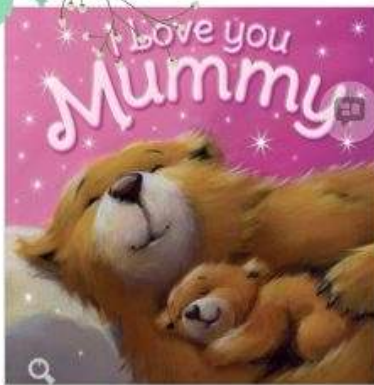
Year 5/6

Year 5/6 have completed their space art final pieces. We used a range of colours, techniques and textures.





Mother's Day Gifts



Storybook £2.50



**Blooming Lovely Plushie
£5.00**



Mum Socks £2.50

Mum Mug £5.00



**Chaos and Cuddles Mug
£5.00**



Now available to purchase on Parent Pay!
Limited stock available so order early to avoid disappointment



WORLD BOOK DAY

World Book Day 2026

THURSDAY 5TH MARCH

Come dressed up as a book character! There will be prizes for the best outfits across the school! There will be other competitions for all year groups - more information to follow nearer the time.

The Foundation Stage and KS1 children will enjoy a mix-up morning full of book-related activities across all the classrooms.

The KS2 children will have a virtual author visit with poet Matt Goodfellow.



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.



GET 10% OFF YOUR BOOKING WITH THE CODE BELOW

"SCHOOLSOUT26"

OPEN TO THE PUBLIC, WEEKENDS AND SCHOOL HOLIDAYS

Terms & Conditions apply



Community *Kitchen* invites you to...

FREE!

Flow

Friday 20th February, 4.30pm
Movie night with tasty tea!

Pasta and meatballs served from 4.30pm
(Vegetarian and GF options available)
Flow, the mysterious and magical
Oscar-winning adventure starts 5pm

Scan to book your FREE place >>>
or visit stpaulsboundaryroad.churchsuite.com/events/9nfkgrbu
or book in person in the café

St Paul's Church, Boundary Road, NG2 7DB
Get in touch: st.paulschurchcommunity@outlook.com



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



Week
2

My School Menu

Winter 2025 - 2026

Week commencing

10th November, 1st December,

12th January, 2nd February,

23rd February, 16th March

	Monday	Tuesday	Wednesday	Thursday	Friday
Option 1	<p>Margherita pizza <i>Soya Gluten Milk</i> With potato balls, baked beans & sweetcorn</p>	<p>Quorn dipper <i>Gluten</i> with tomato ketchup, peas & French fries</p>	<p>Cheesy tomato pasta <i>Mustard Soya Gluten Milk</i> with garlic bread <i>Gluten Soya Milk</i> sweetcorn & peas</p>	<p>Bangers, mash & Yorkshire pudding <i>Gluten Egg Milk 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>Donuts <i>Soya Milk Gluten Egg Sesame</i></p>	<p>JimJam 'nut free' chocolate croissant <i>Gluten Milk</i></p>	<p>Chocolate muffin <i>Egg Gluten</i></p>	<p>Vanilla sponge <i>Gluten Egg</i> & raspberry sauce</p>	<p>Fruit ice lolly</p>

FOOD HYGIENE RATING

0 1 2 3 4 **5**

VERY GOOD



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

13th February
HALF TERM
6th March
20th March



Please email/telephone to reserve your place

10 Top Tips for Parents and Educators

FOSTERING A SENSE OF BELONGING

Helping children feel like they belong is vital for their emotional wellbeing, academic success, and overall development. A true sense of belonging reduces anxiety, builds confidence, and supports resilience. These ten tips are designed to help parents and educators create inclusive, caring environments where children feel accepted, safe, and valued.

1 USE EVERYDAY MOMENTS



Belonging is built in the small moments. Use daily routines such as meals, school drop-offs, or quiet times, to check in, offer praise, or listen. These interactions don't need to be lengthy to be meaningful. Consistent gestures of connection and warmth show children they are important, making them feel seen, appreciated, and truly part of the home or classroom community.

2 INVOLVE THEM IN RULE-MAKING



Inviting children to help create rules or routines gives them a sense of shared ownership and responsibility. When their voices are heard, they feel respected and included in the decision-making process. This empowers children, fosters cooperation, and reduces resistance. Whether at home or school, co-created expectations are more likely to be followed because they come from a place of mutual respect.

3 VALIDATE ALL EMOTIONS



Acknowledging a child's emotions, whether positive or challenging, helps them feel accepted as they are. Validating statements like "I can see that made you upset," or "That sounds really exciting," support emotional expression and connection. Children who feel emotionally safe are more likely to seek help, participate openly, and trust the adults around them – all of which contribute to a sense of belonging.

4 HIGHLIGHT HIDDEN STRENGTHS



Go beyond academic success or good behaviour and take time to recognise a child's less visible qualities, such as thoughtfulness, resilience, or humour. Noticing these strengths sends a powerful message that they are valued for who they are, not just for what they do. This boosts self-esteem and helps children feel accepted in a world that often focuses on external achievements.

5 SHOW CURIOSITY ABOUT CULTURE



Ask respectful, open questions about a child's cultural background, family customs, or celebrations. These conversations create opportunities for children to share what matters to them and to feel proud of their identity. Whether at home or in school, valuing cultural experiences helps all children feel that their heritage is respected, and that they belong in a diverse, inclusive environment where every voice counts.

6 BELONGING BUDDIES



Pairing children with a peer they might not typically choose can foster new connections and break down social barriers. Assigning short projects, games, or shared responsibilities gives them a reason to interact. Buddy systems help quieter or less confident children feel included and supported. Over time, these intentional connections can develop into meaningful friendships, strengthening the wider sense of community and inclusion.

7 AVOID LABELS AND COMPARISONS



Avoid labelling children by behaviour or comparing them to others, as this can damage self-esteem and foster exclusion. Statements like "Why can't you be more like..." may unintentionally make a child feel less worthy. Instead, focus on individual progress and strengths. Encouraging children to celebrate their own achievements, however small, helps them develop confidence and feel valued for being themselves.

8 MAKE TIME FOR ONE-TO-ONES



Spending regular one-to-one time with a child shows that they matter on an individual level. These moments can be as simple as reading a book together or chatting during a walk. Focused attention, free from distraction, builds trust and emotional connection. It lets the child know they are important and cared for, which is crucial for developing a strong sense of belonging.

9 REFLECT THEIR INTERESTS



Whether at home or in school, including children's interests in daily life reinforces their importance. Display their artwork, talk about their favourite books, or include their hobbies in family activities or lesson plans. Seeing their identity reflected in their environment tells children they belong. It shows that their passions, preferences, and contributions are valued and that they have a place in the group.

10 EMPHASISE 'WE' OVER 'THEY'

Use inclusive language that reinforces unity and shared identity. Phrases like "Let's figure it out together," or "We all help each other here," promote collective responsibility and connection. Avoiding divisive terms like "those children," or "that class" helps children feel part of a supportive group. Language shapes experience, and inclusive language fosters environments where every child feels safe, welcomed, and included.

Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

See full reference list on our website