



GREYTHORN PRIMARY

"Engaging hearts, equipping minds, opening doors"

Summer Term

Weekly Newsletter

1st May 2026

DATES FOR THE DIARY

MONDAY 4th MAY

Bank Holiday

FRIDAY 8th MAY

9.15am Toddler Stay & Play

MONDAY 11th - 14th MAY

KS2 SATS 2026

THURSDAY 21st MAY

Class Photographs

FRIDAY 22nd MAY

INSET DAY - School Closed

FRIDAY 5th JUNE

9.15am Toddler Stay & Play

WEDNESDAY 10th & THURSDAY

11th JUNE

Bestwood Country Park Year 1/2
(10th Oak & Willow / 11th Maple)

FRIDAY 19th JUNE

9.15am Toddler Stay & Play

SUNDAY 19th - 23rd JULY

Year 6 - York Residential



A MESSAGE FROM YOUR HEADTEACHER



Dear Parents and Carers,

Well done to our boys' football team on a fantastic performance at the Rushcliffe tournament. We are incredibly proud of your teamwork, determination and sportsmanship. Meanwhile, Y3/4's adventures at Ilam Hall were absolutely fab, with pupils enjoying an exciting and memorable experience in a beautiful setting. Look out for the full trip report in next week's newsletter!

Mrs Carpenter

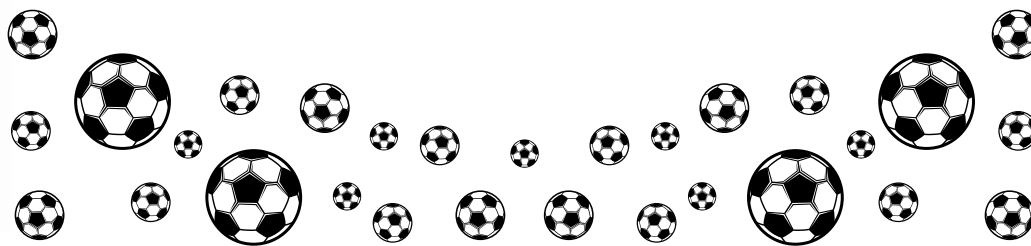
2025/26 TERM DATES

Summer Term

13 April - 21 May 2026

1 June - 24 July 2026

INSET: 22 May, 27 July





RUSHCLIFFE SCHOOLS SPRING TOURNAMENT



Rushcliffe Schools Spring Tournament

Last Thursday, it was the boys' team's turn at the Rushcliffe tournament. The team put in an excellent performance, playing with real teamwork and determination. They worked brilliantly together. The standard of play was fantastic and their commitment and team effort were a joy to watch. Well done to the whole team!



THIS WEEK'S HIGHLIGHTS

Foundation

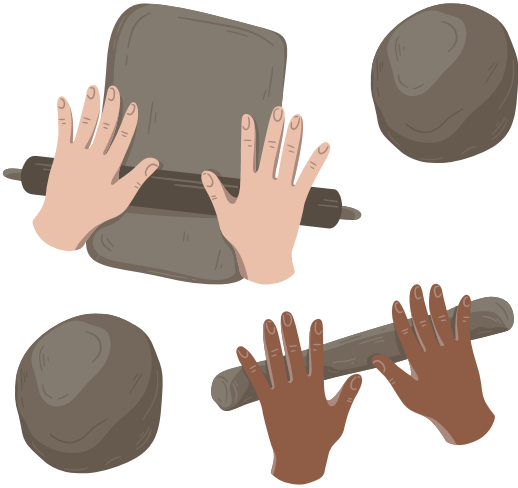
This week in Foundation, we have been botanists. We have learnt all about the famous explorer and botanist Joseph Banks. We learnt about all his discoveries all over the world and his famous collections of plants and flowers. The children loved using the magnifying glasses to make their own discoveries and create their own collections.



THIS WEEK'S HIGHLIGHTS

Year 1/2

In Year 1/2, we have been looking at sculpture. We have learnt about the sculpture artist Paul Cummins, who created the poppy display in London. This week, we explored different clay techniques, such as rolling, carving, pinching and joining. Everyone loved experimenting with the clay and gathering inspiration ready for making our own clay flowers.



THIS WEEK'S HIGHLIGHTS

Year 3/4

This term, Year 3/4 are learning about forces in science, and as part of this, we considered which materials create the most friction when objects are pushed along them. We sorted the materials into a diamond nine, with those creating the most friction at the top and those creating the least at the bottom.

Thursday 23rd April

LO: to understand that different surfaces affect how forces act on moving things.

Most Friction ↑

Least Friction ↓

I put rubber at the top because I think it gives us the most friction ✓

I put these three in the middle because they give us friction but it doesn't give the most ✓

I put ice at the bottom because I think it gives the least friction ✓

SCIENCE

Thursday 23rd April 2020 23.4.26

LO: to understand that different surfaces affect how forces act on moving things.

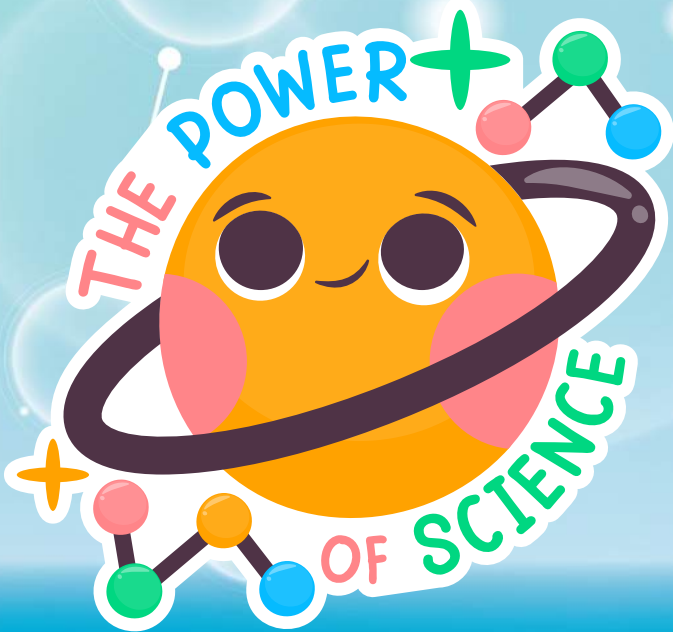
Most Friction ↑

Least Friction ↓

I put this at the top because it's rocky ✓

I put this in the middle because it's sort of easy sort of not ✓

I put this at the bottom because it is very slippery ✓





Week commencing

13th April, 4th May,
15th June, 6th July

SPRING SUMMER MENU 2020



	Monday	Tuesday	Wednesday	Thursday	Friday
Red Option	<p>Bank Holiday</p>	<p>Pinwheel pizza <small>Gluten Milk</small> with pommes & sweetcorn</p>	<p>Beef burger <small>Gluten Sesame Sulphur dioxide</small> OR Southern Style Quorn Burger <small>Gluten Sesame</small> with potato balls & crunchy vegetable sticks</p>	<p>Venison, Beef & Pork sausage <small>Gluten Sulphur Dioxide</small> OR Linda McCartney™ sausage <small>Gluten Soya Sulphur Dioxide</small> with mashed potato & gravy</p>	<p>Fish <small>Gluten Fish</small> OR Fishless fingers <small>Gluten</small> with chips, peas & tomato ketchup</p>
	<p>Available daily: Sliced bread <small>Gluten Soya</small> & fresh fruit</p>				
Pudding	<p>Bank Holiday</p>	<p>Fruit ice lolly</p>	<p>Chocolate crispie <small>Gluten</small></p>	<p>Yoghurt <small>Milk</small></p>	<p>Banana mousse <small>Milk</small> with a shortbread crumb <small>Gluten</small></p>





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

8th May

HALF TERM

5th June

19th June



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** and **Regents Park Close**. 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.



Notts County Foundation

MAY HOLIDAY CLUB

Every day 9am - 3pm
Tuesday 26th May - Friday 29th May 2026

SCAN HERE

£15.00 per day
Book all 4 days for £50.00 using code **NOTTSMAY4FOR50**

Multi-sports | Themed days | Crafts & activities

www.nottscountyfoundation.org.uk

Themed days

Day	Theme
Monday	Closed - Bank Holiday
Tuesday	Football
Wednesday	Sports Day
Thursday	Olympics
Friday	Creativity Day

Each day will consist of a mixture of Sports, Games and Craft activities.

Notts County Foundation

www.nottscountyfoundation.org.uk



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



What Parents & Educators Need to Know about WORRY AND ANXIETY

Worry and anxiety are common emotions experienced by children, often triggered by uncertainty or fear. While worry involves concern about future events, anxiety is a persistent feeling of dread or apprehension. Current statistics indicate a rising prevalence of anxiety disorders among children, and this guide has some expert advice on understanding and addressing these concerns.

UNDERSTANDING WORRY AND ANXIETY

Worry and anxiety are emotional responses to stress or uncertainty. Worry is typically associated with potential misfortune, while anxiety is characterised by feelings of fear, apprehension or unease. Both can manifest physically through symptoms such as restlessness, fatigue or muscle tension. Understanding the distinction between worry and anxiety is crucial for effectively addressing these concerns in children.

WHAT ARE THE RISKS?

LONG-TERM CONSEQUENCES

Untreated worry and anxiety in childhood can have potentially lifelong impacts on a person's mental health and wellbeing. Chronic anxiety may increase the risk of developing anxiety disorders, depression or other mental health conditions later in life. Additionally, unresolved worry and anxiety can negatively impact self-esteem, confidence and overall resilience. It's essential to address these concerns proactively and provide appropriate support and intervention.

THE IMPACT ON CHILDREN

Excessive worry and anxiety can have profound effects on children's mental and emotional health. It may interfere with their ability to concentrate, sleep or participate in daily activities. Chronic worry and anxiety can also lead to physical symptoms such as headaches, stomach aches or difficulty breathing. Left unchecked, these concerns can escalate and potentially contribute to the development of anxiety disorders later in life.

DIFFERENTIATING WORRY FROM ANXIETY

While worry and anxiety share similarities – in that they both involve concerns about possible trouble – anxiety tends to be more constant and overwhelming. Worry may come and go depending on circumstances, whereas anxiety can linger regardless of the situation. It's essential to recognise when the former crosses into the latter, as anxiety can significantly impact a child's daily functioning and wellbeing.

THE EMOTIONAL TOLL

The emotional impact of worry and anxiety on children can be significant, affecting their overall quality of life and wellbeing. Children experiencing chronic worry or anxiety may feel overwhelmed, irritable or helpless. They may also withdraw from social activities or avoid situations that trigger their anxiety, leading to feelings of isolation or loneliness. Addressing these concerns early can help prevent long-term emotional distress and promote healthy coping strategies.

ACADEMIC & SOCIAL IMPACTS

Impacts on the academic performance and social interactions of children and young people are very possible. Frequent worry or anxiety may impair concentration, memory and problem-solving skills, making it difficult for children to succeed in education. Anxiety can also hinder social development by causing children and young people to avoid social situations or to struggle with communication and interpersonal relationships, potentially leading to feelings of isolation or exclusion.

Advice for Parents & Educators

ENCOURAGE OPEN COMMUNICATION

Parents and educators can foster a supportive environment by encouraging children to express their worries and anxieties openly. Actively listening and acknowledging young people's emotions can help them feel understood and supported, reducing the situation's intensity. Creating opportunities for regular check-ins and discussions about one's feelings can promote healthy coping strategies and strengthen communication bonds.

TEACH COPING STRATEGIES

Empowering children with effective coping strategies is essential for managing worry and anxiety. Encourage the use of relaxation techniques such as deep breathing, mindfulness or progressive muscle relaxation to calm restless thoughts and promote a sense of composure. Additionally, teaching positive self-talk and problem-solving skills can help children develop resilience and confidence in managing challenging situations.

CREATE A SUPPORTIVE ENVIRONMENT

Parents and educators play a crucial role in creating a supportive environment that promotes emotional wellbeing. Establishing routines, providing predictability and offering reassurance can help relieve anxiety and create a sense of security for children. Foster a culture of empathy and understanding, where children feel safe enough to express their emotions and seek support when needed.

SEEK PROFESSIONAL HELP

Recognising when to seek professional help is vital for addressing significant or persistent worry and anxiety in children. If worry or anxiety significantly impacts a child's daily functioning, interferes with their relationships or academic performance, or causes significant distress, it may be necessary to consult with a mental health professional. Early intervention can prevent long-term consequences and promote positive outcomes for children's psychological wellbeing.

Meet Our Expert

Adam Giblett is Associate Vice Principal for Personal Development at Penelope Grammar School and works on secondment one day a week for Mindy Ahead, which collaborates with schools on improving their mental health provisions.



#WakeUpWednesday

The National College