



# CALTON

PRIMARY & PRE-SCHOOL

[www.calton.sandmat.uk](http://www.calton.sandmat.uk)



Dear Parents/Carers,

As we approach the end of term, I wanted to take the opportunity to thank you again for your support. It has been a long half term, but it has been bright because of our children and their continued involvement in school, both in the classroom and beyond. We have had many events to celebrate and much to be proud of.

I am particularly impressed with the children's dedication to the allotment. Over the summer months and of course this term, we have had some amazing diligent children and staff tend to the allotment. I was lucky enough to sample the very first strawberry; needless to say, it was absolutely delicious! The team have grown some amazing vegetables which have supported the school's harvest celebrations this year.

Thank you to all those who attended parents' evening on Tuesday and Wednesday. Please remember that these times are to inform you as parents/carers on the achievement and progress of your child and to update you on how you can support at home. If you have not yet managed to meet your child's class teacher, please can I ask that you book in an appointment as soon as possible.

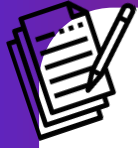
Have a lovely half term. The new term begins for all children on Monday 4th November at 8:45am, as usual!

Mrs Barker-Doe



HEAD'S WELCOME

# SCHOOL NOTICES & KEY DATES



## Housekeeping & Reminders

### Uniform Naming

Uniform - Please ensure that uniform, PE kits, lunch boxes, water bottles and hats are clearly labelled. Children do move around classrooms during the day and items are sometimes left in the wrong class.

### Lost Property

Lost property is located in the school office and should be checked regularly. Due to the volume of lost property, items are disposed of on a fortnightly basis.

### Signing your child in

The school day starts at 8:45am. If you need to bring your child in through the office, please can you ensure you always sign them in on the system. The office team are happy to provide assistance if required.

### Absence Guidance

Sickness - If your child is absent from school due to them being unwell, please can you either phone or email school before 9:30am, to let us know.

Appointments - Where possible please try to arrange dentist, doctor, and optician appointments outside of the school day. Where this is not possible, please ensure you either phone or email school to let us know in advance, and to order a hot dinner option, if required. Hot dinners MUST be ordered by 9:30am.

Holiday Requests - If your child will be absent from school due to a family event or holiday, please complete the 'Absence Request' form, which can be found on the school website under the 'Parent Info' tab.

### Medication

Please follow the below process for medication:

- Pass the medication directly to either the school office or your child's class teacher.
- Send an email to [admin@calton.sandmat.uk](mailto:admin@calton.sandmat.uk) informing them of the medicine's name, required dosage and the time it is needed.

We kindly request, that you NEVER leave medication in your child's school bag.

### Collection Arrangements

If your child is being picked up by another parent family member or friend, you need to contact the school office and provide a password.

### PE Kit

KS1 - Children should bring their PE Kit into school at the start of each term. The kit will then stay in school until the end of each term.

KS2 - Children should attend school on their PE day, wearing their PE Kit. PE days can be found on eSchools under your child's class.

### Parent Pay

Please remember to regularly check your child's Parent Pay account for dinners and educational trips.

If you are unsure of your login details, please contact the school office for assistance.



## Key Dates

### 2024/25 Academic Year

**04/11/24 - Start of Term 2**

**11/11/24 - Anti-bullying week**

**13/11/24 - Individual & Sibling School Photos**

**29/11/24 - Year 3 Christmas Experience**

**11/12/24 - Reception Nativity**

**12/12/24 - 1/2 Christmas Performance**

**13/12/24 - 1/2 Christmas Performance**

**17/12/24 - Pre-School Nativity**

**18/12/24 - Christmas Dinner Day**

**20/12/24 - Last day of Term 2**

**06/01/25 - Inset Day (School closed to children).**

**07/01/25 - Start of Term 3**

**24/01/25 - Young Voices Performance**

**31/01/25 - Topaz Class Assembly**

**03/02/25 - Children's Mental Health Week**

**03/02/25 - Year 6 School Nurse Height & Weight Check**

**07/02/25 - Emerald Class Assembly**

**13/02/25 - Last day of Term 3**

**10/02/25 - Inset Day (School closed to children).**

**24/02/25 - Start of Term 4**

**27/02/25 - International Mother Language Day**

**28/02/25 - Sapphire Class Assembly**

**07/03/25 - Diamond Class Assembly**

**14/03/25 - Amethyst Class Assembly**

**21/03/25 - Ruby Class Assembly**

**28/03/25 - Indigo Class Assembly**

**04/04/25 - Orange Class Assembly**

**10/04/25 - Last day of Term 4**

**11/04/25 - Inset Day (School closed to children).**

**28/04/2025 - Start of Term 5**

**02/05/25 - Turquoise Class Assembly**

**09/05/25 - Magenta Class Assembly**

**16/05/25 - Green Class Assembly**

**23/05/25 - Red Class Assembly**

**23/05/25 - Last day of Term 5**

**02/06/2025 - Start of Term 6**

**06/06/25 - Purple Class Assembly**

**24/06/25 - Non Competitive Sports Day**

**18/07/25 - Last day of Term 6 & 2024/25 Academic Year**

**21/07/25 - Inset Day (School closed to children).**



**CALTON**  
PRIMARY & PRE-SCHOOL

**Open Day for new  
Reception children  
2025**

## **Our School Vision**

**A nurturing, inclusive,  
learning community that  
enables everyone to be  
their best. We teach  
everyone to be STARS.**



**Skills**



**Togetherness**



**Aspiration**



**Resilience**



**Success**

**We are very excited to invite  
you to our Open Days -**

**6th November 2024 - 9.30-  
10.30am**

**27th November 2024 - 9.30-  
10.30am**

**8th January 2025 - 5.00-6.00pm**

**Please follow the link to our website  
to learn more about our school**

**<https://calton.sandmat.uk/>**



**01452 527689**



**admin@calton.sandmat.uk**

# Reading & Writing Café

Reading cafés are an opportunity for you to come into school and read with your child in a comfy and calm environment. There will be lots of books available and a snack will be provided.

Writing cafés are an opportunity for you to spend time with your child in their classroom and to see what writing is all about at Calton. A writing stimulus will be provided and you can spend time with your child enjoying writing a calm and exciting environment.

## Reading & Writing Café Dates:

### Pre-school

Reading café – Thursday 23rd January 2025

Writing café – Thursday 22nd May 2025

### Reception

Reading café – Wednesday 5th February 2025

Writing café – Wednesday 18th June 2025

### Year 1/2

Reading café - Wednesday 29th January 2025

Writing café - Wednesday 21st May 2025

### Year 3/4

Reading café – Thursday 27th March 2025

Writing café – Thursday 19th June 2025

### Year 5/6

Reading café – Monday 25th November 2024

Writing café – Thursday 30th January 2025

The reading cafe's will take place in the halls and writing cafes in the classrooms from 9-10am. If you are planning to attend please come to the school office where a member of staff will come to meet you.



# Pre-School



Pre-School have had a wonderful start to the school year. We have welcomed lots of new families to our setting and the children are settling in with confidence and making new friends.

We have received fantastic feedback from our children, parents and carers about our new location within the main school - do come and visit us if you are interested in a space for your child.

## Parent Stay and Play

The first of our popular parent stay-and-play sessions took place recently with Fiona from "Cookery Doodle Doo" making Super Doodle Noodles with children and their parents.

This is a brilliant opportunity for parents to spend quality time with their child doing something a bit different that can then be recreated at home.

Lots of special memories were made and the children surprised their parents and themselves by how much they enjoyed eating the noodles.



This was also a great opportunity for the children to develop their fine motor skills. Lots of our children are learning to use scissors at the moment so snipping up spring onions and peppers was great practice!



This term we have been exploring spots and dots. The artist we have been learning about is Yayoi Kusama – sometimes known as the princess of polka dots!

We have been inspired by her sculpture (below) and have recreated it with junk modelling. This took the children the whole week and they loved adding different components and then making it spotty at the end. We think there is a real likeness from our little artists!



We have also used a range of tools and techniques to explore making dots and patterns. The children have used sponges, brushes, toothbrushes and finger painting.



We have tried our hands at a new printing technique. The children painted colours onto tin foil and discussed how the colours mixed and blended. They then used fingers to mark on dots and circles.

Finally, they lay a piece of card over the paint and pressed down; which when lifted revealed an imprint of their marks which was fascinating for the children. We sang a song about circles as we painted to remind children that they were round, with no corners.



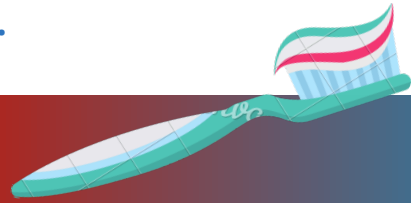
We have been noticing the weather get colder and more rainy and we have been talking about Autumn. This week we had a delivery of some pumpkins and the children set to work cleaning off all the mud. We spoke about the pumpkins coming from the farmers field and being on the tractor's trailer.

The pumpkins have been a real interest to the children all week – they have cleaned them; painted them; made them sparkly with glitter; played with them in the water tray.....and then started all again!



Finally we must celebrate how well the children are getting on with our new routine of toothbrushing every morning. This is a great time to talk about oral health and to think about looking after our bodies.

Lots of parents have said how this has also helped with toothbrushing battles at home so a great success all round.



## Housekeeping

Please can parents and carers ensure that water bottles, coats and bags all have names on them.

We would be grateful if any spare clothes lent to children can be washed and returned, as we are now running very low.

## Next Term

Next term we will be observing as Autumn turns into Winter. We wonder if the children will get the opportunity to experience snow this year. We will certainly look forward to showing the children frost and ice and thinking about animals which like the cold and those who don't!

This will be supported with picture books including "I definitely don't like Winter" by Fiona Barker, which provoke more discussion about how we are all different and like different things.





**Start your  
child's Calton  
journey at our  
Pre-School**



**Limited  
spaces  
available –  
contact us to  
arrange a  
visit.**

**Get in touch to find out more or to  
add your child to our waiting list:**

**[preschool@calton.sandmat.uk](mailto:preschool@calton.sandmat.uk)**

**01452 527689**



# RECEPTION CLASS NEWS



Our theme this term has been 'All About Me', and wow what a term it has been!

We are so proud of the children and how well they have settled into school life. They have really developed their independence when hanging up their coats and putting their belongings away; most importantly doing so with smiles on their faces. It has been wonderful to see new friendships blossom and to see the children really begin to get stuck into school life. Thank you so much to the families for being prompt in the playground and supporting your children with walking into school independently.

## Physical Education

In our PE sessions this term we have been following a new scheme called 'Real PE', which has a focus on the key fundamental skills of PE. Following this scheme has taught us how to balance and use our footwork to travel around the hall. We really enjoyed moving around like we were on a bicycle and travelling like a captain pirate.

We have also been working really hard on being able to independently to take off and put on our shoes.

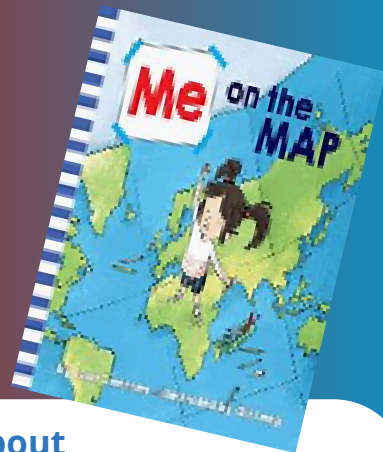
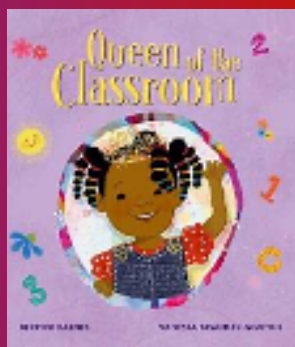
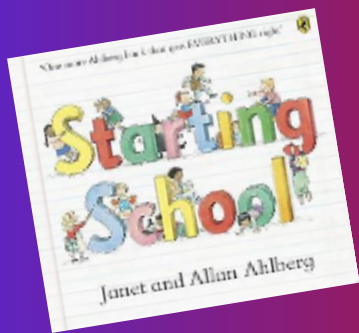
During our outdoor time we have loved playing football, catch, climbing on the big tyre, and using the balance bikes.



## Understanding the World

We have been getting to know our school environment and enjoyed a tour of our school. We have also been talking about the changing seasons. We have discussed what we might hear, see, and smell outside. Some of us commented on changes we noticed, such as how some leaves are starting to fall off the trees.

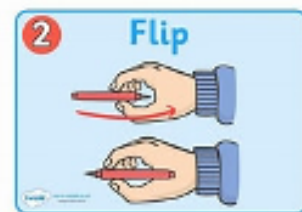
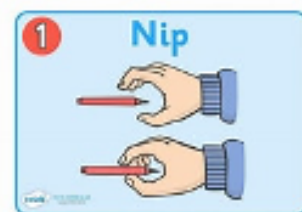




# Literacy

In Literacy, we have been reading lots of stories about starting school.

We have been working on holding our pencils with the correct grip and using them with good control. We have done lots of fine motor activities to help with this, including using tweezers. We have been working on recognising our names during self-registration every day. We have been mark making at every opportunity using lots of resources; big chinks on the playground, magic pencils in the air, writing in paint, and sand. We have also been applying our phonics to different activities. We have been reading and writing simple words.



# Phonics

This term we have began Read Write Inc (RWI) phonics and we have been learning all of our Set 1 sounds. These are the single sounds (m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, w, z, x).

We have also been learning how to orally blend. For example, blending sounds to say a word, c-a-t, cat. Some of us have now begun reading simple CVC words (sit, dog, hat). After half term, we will be set into ability groups for our phonics sessions.

Read Write Inc Phonics		Desktop Speed Sounds Chart		
Speed Sounds Set 1				
m	a	s	d	t
<b>m</b>	<b>a</b>	<b>s</b>	<b>d</b>	<b>t</b>
i	n	p	g	o
<b>i</b>	<b>n</b>	<b>p</b>	<b>g</b>	<b>o</b>
c	k	u	b	f
<b>c</b>	<b>k</b>	<b>u</b>	<b>b</b>	<b>f</b>
e	l	h	r	j
<b>e</b>	<b>l</b>	<b>h</b>	<b>r</b>	<b>j</b>
v	y	w	z	x
<b>v</b>	<b>y</b>	<b>w</b>	<b>z</b>	<b>x</b>
sh	th	ch	qu	ng
<b>sh</b>	<b>th</b>	<b>ch</b>	<b>qu</b>	<b>ng</b>
				nk
				<b>nk</b>

# Mathematics

We follow the White Rose scheme for our Maths learning. We have been working on the following units: match, sort and compare and talk about measure and patterns. During our match, sort compare unit we have been matching objects and pictures, identifying sets, exploring sorting techniques, creating sorting rules and comparing amounts.

During the unit talk about measure and patterns we have been looking at size, weight and capacity. We have also focused on repeating patterns, continuing them and creating our own.



## Personal, Social, Emotional Development

We have really focused on building relationships and getting settled into school life. We have made our own set of class rules and these are on display to remind us. We have become familiar with the routines of the school day and use a visual timetable to help us know what we are doing each day.

We have begun to look at the school values and STARS ethos. We have also looked at the zones of regulation and we know about the display we have in class. We talked about how we might feel if we are blue, red, yellow or green. The Colour Monster story helped us with this.



## Expressive Art & Design

We enjoy using our creative tables in our classrooms daily. We have explored lots of creative resources including, paint, playdough, scissors, glue, crayons, felt tips and lots more. We created our front covers for our learning journeys.

You will have seen these at parents evening. We had to look carefully at ourselves to add details to our drawings of ourselves and we selected the colours needed for our school uniform.



## Communication & Language

We have been talking lots and lots this term. Talk is vitally important as our communication skills form the foundation for everything else, we learn in school. We have had lots of circle times to introduce ourselves and to talk about our favourite toys, where we live, our likes and dislikes, our hobbies, our families.

## Next Term

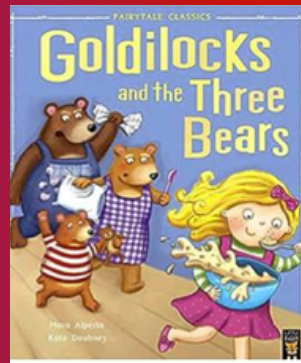
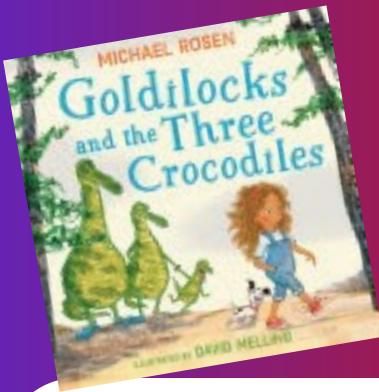
Next term we will be moving on to our new theme of 'Let's Celebrate'. During this theme we will be learning about lots of different celebrations including Christmas. We can't wait to perform our nativity to you all.

In Literacy we will be continuing with our phonics learning and working on our application of the sounds we have learnt when reading and writing. In Mathematics we will be focusing on numbers 1-5. We will also be looking at 2D shapes, in particular circles, triangles, and shapes with 4 sides.

# YEAR 1 & 2 CLASS NEWS



All classes have settled in well and are enjoying being back in school. The children have made some lovely friendships and we look forward to seeing them all flourish throughout the year.

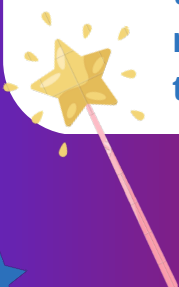
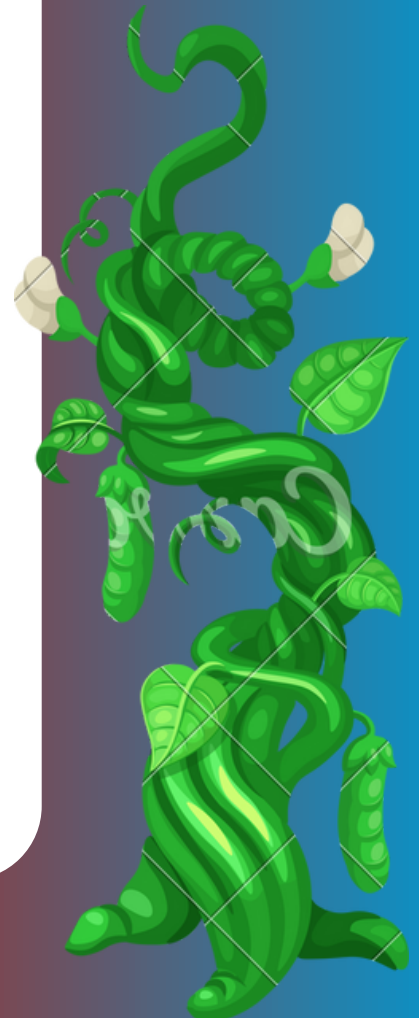


This term we have begun to look at several fairytale stories including, 'Goldilocks and the Three Bears', 'Goldilocks and the Three Crocodiles' and 'Jack and the Beanstalk'. We have looked at nouns and adjectives, and used them in our writing to create character descriptions.

## English

Last week, our teacher discovered giant footprints on the playground. We had to think about who it might have been. We came up with lots of ideas including trolls, gorillas, giants, and many more creatures. We used the children's ideas to create extended noun phrases, in our writing, to make the characters more interesting!

Eventually we found that the footprints were left by a giant and began to read 'Jack and the Beanstalk'. We talked about the verbs used in the story and acted out some of the verbs in groups, to see if we could guess the action. The children really enjoyed this activity. They then created their own lists of verbs.

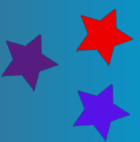




## Science

The children have enjoyed being scientists, exploring different materials around the school and finding out what objects are made from.

We carried out an experiment in which we wrapped a Gingerbread man in different materials to see which material would be the best to stop the Gingerbread from getting soggy! We used stop watches to record the time. We were super amazed that the plastic bag kept the Gingerbread man dry even though it had been immersed in water all night.

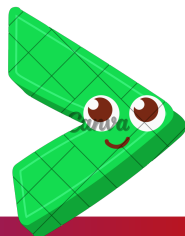


## Mathematics

### Year 1

We have been busy consolidating our understanding of place value within 10, where we've explored sorting and counting objects, counting forwards and backwards as well as comparing numbers using the vocabulary less than, greater than and equal to.

We have also begun looking at the part, part whole model to help us add numbers together to create simple fact families.



### Year 2

Over the past few weeks we have enjoyed further developing our place value knowledge. We have been learning how to count forwards and backwards to 100, represent 2- digit numbers using tens and ones and to compare and order numbers, using the vocabulary 'less than', 'greater than' and 'equal to'.

We are now focusing on addition and subtraction, which we will be covering over the last few weeks of term.



PSHE

Our PSHE unit of work this term is called 'Being Me in my Own World'. We created our own class charter (set of rules) and drew pictures of children following the school charter. We learned about our rights and responsibilities and discussed the rewards and consequences we have in school.





## Religious Education

In RE we have learnt about the Christening service babies have in a Christian church. We compared this with a Jewish baby naming ceremony.

We also looked at the wedding vows shared in a Christian wedding and a Jewish wedding.

## ART

In Art we have been exploring mark making. We have had a go at making different marks like; dotting, waves, hatching and cross hatching. We have used these techniques to create texture in our drawings of teddy bears and faces.



## History

We have started learning about castles. We have thought about how they were homes for lots of people. We have looked at the different features a castle has and the range of jobs that people needed to do in a castle.



## Castles Day - Term 2

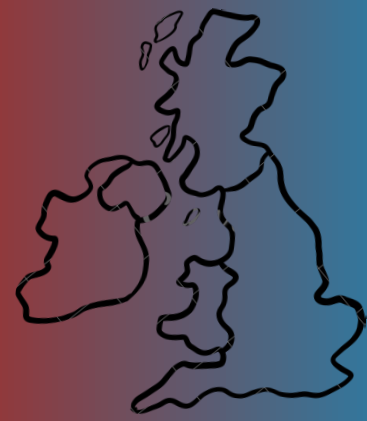
We are planning a special 'Castles Day' where the children will be able to complete an activity in each YR1/2 classroom. More information will follow next term.

# Geography

In Geography we have been looking at the United Kingdom and Great Britain. We have learnt about the countries that make up both of these.

We have thought about the similarities and differences between them.

We have been singing a song about the continents and oceans in the world and we have loved this!



## Music

We have been learning a song called 'Hands, Feet and Heart' We have enjoyed singing along, clapping rhythms and playing glockenspiels.

## Science

In science, we have continued our learning about living things and their habitats. We have learned about the range of animal diets and constructed our own food chains.

We have also investigated whether different objects are alive, have once been alive or have never been alive.

## Physical Education

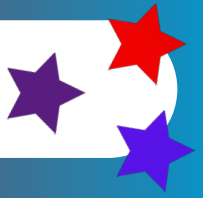
This term we are focusing on developing every child's ability to focus and stay on task. The children will develop their footwork and coordination and practice balancing on one leg. This will be achieved through focused skill development sessions, thematic stories and games.

## Next Term

We have lots of exciting things planned, as we lead up to the festive period. We will be busy learning songs and practicing our lines ready for the Christmas play, more information to follow. Purple and Orange class will have their turn for Wilderness Explorers.



# YEAR 3 & 4 CLASS NEWS



This term has been all about the 'Groovy Greeks!'. We started this topic with a fun filled topic day, involving dressing up, clay work, Olympics and labyrinths! The Year 4 children have also worked hard to learn songs and lines for a Harvest Celebration at St Barnabas Church.

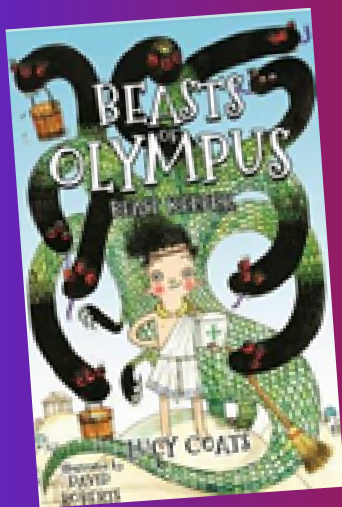


**GROOVY GREEKS**



## Guided Reading

This term we have been reading *Beasts of Olympus* by Lucy Coats. We have been reading and learning all about Ancient Greek mythical creatures and the adventures of Demon, the beast keeper!



## English

In English this term we have been reading many Greek myths, including Pandora's Box, Theseus and the Minotaur, Icarus and Daedulus and Odysseus and the Cyclops.

We took inspiration from these myths and wrote our own myths, creating our own beasts! We also went onto look at myths in playscript format, such as *Greek Gods and Goddesses Bake-Off*, before writing our own scripts. We had lots of fun acting them out in groups!

## Religious Education

This term we have been learning all about Hinduism. We have explored the different Gods and Goddesses. We have looked at Brahma, Shiva and Vishnu, as well as Samsara the cycle of life and death. We have enjoyed learning about different cultures!



# Mathematics

## Year 3

Year 3 have been looking at place value of ones, tens and hundreds. We have moved on to addition and subtraction of 2 and 3 digit numbers, crossing 10s and 100s.

We have been learning how to line up the digits using column addition and subtraction.

## Year 4

Over this first term Year 4 have been developing their understanding of place value. This has involved being able to place numbers on a number line, round numbers to the nearest multiple of 10, 100 and 1000 and to understand, read and write numbers as Roman Numerals. The children have also been developing their ability to add and subtract using column method with multiple exchanges.



# PSHE

Our unit of work in PSHE this term has been called 'Being me in my world'. This unit has looked at how we fit into the world around us, our rights, responsibilities and how to ensure that we are a class team and the perfect school citizen. We have also looked at rewards and consequences in everyday life and discussed what our favourite rewards are!

## Physical Education

We have been developing our footwork skills in our lessons, which also included different ways of moving and balancing. It has been great fun!



## Science

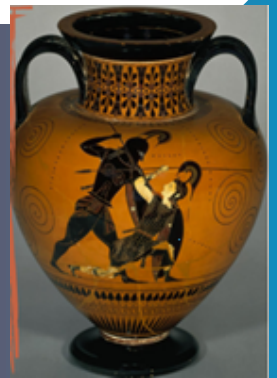
This term we have been finding out about the right types and amount of nutrition that animals, including humans, need. Animals cannot make their own food and get nutrition from what they eat.

We have also been learning about the different skeletons and muscles that animals have, which are important for support, protection and movement.

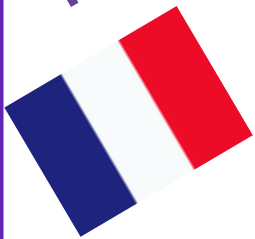
# History

This term we have been deep diving into the lives and culture of the Ancient Greeks. The children have been given the opportunity to analyse key events in Greek history, including the rise of City-states such as, Athens and Sparta. They have also been able to understand the importance of Greek Democracy and how it has impacted today's government systems.

We explored the stages of Greek mythology by using evidence to decide what elements of Theseus and the Minotaur were true. They have also enjoyed discussing the evolution of the Olympic Games, and how life in Ancient Greece is different from modern life.



## French



This term we have been reviewing numbers to 20, greetings and colours.

New topics include learning the days and months of the year, the names of school rooms and classroom objects.

**Monday**

**Lundi**

*lun-dee*

**Tuesday**

**Mardi**

*mar-dee*

**Wednesday**

**Mercredi**

*mer-kru-dee*

**Thursday**

**Jeudi**

*Jeu-dee*

**Friday**

**Vendredi**

*van-dru-dee*

**Saturday**

**Samedi**

*sa-mu-dee*

**Sunday**

**Dimanche**

*dee-mansh*

## Les Couleurs



*vert*



*rouge*



*gris*



*noir*



*doré*



*bleu*



*rose*



*blanc*



*jaune*



*orange*



*violet*

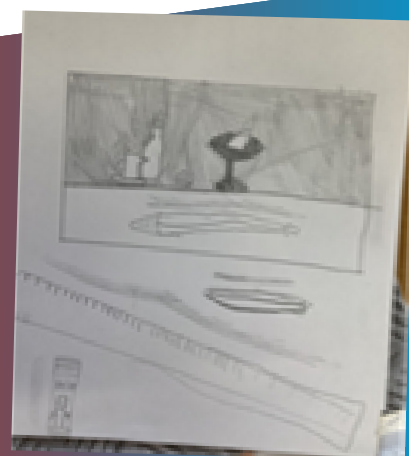
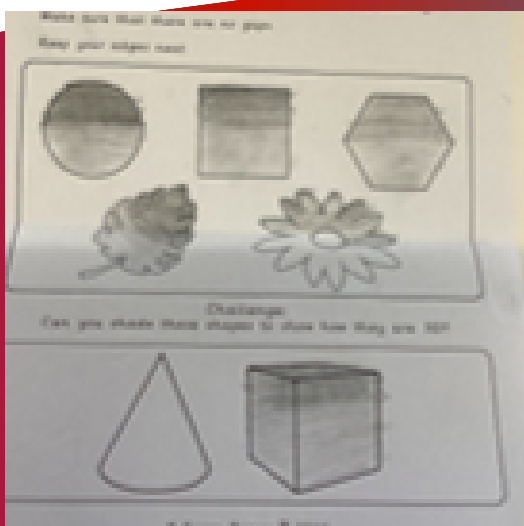


*brun*

# ART

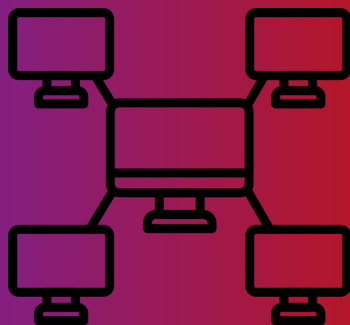
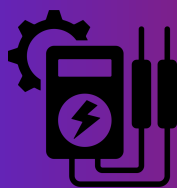
This term we have been enjoying our drawing unit in art. We started off seeing like an artist and understanding that art is made up of lots of different shapes! We used our maths knowledge of 2D shapes to help guide us with our drawings and then built up our skills to be able to shade effectively and create tonal and texture pictures.

We also had lots of fun creating our own still life composition with our peers and drawing what we have designed.



## Computing

We have been looking at networks and systems, how they work and finding the input, process and output of a device.



## Design Technology

This term we have been looking at biscuits! We have conducted some market research and also created our own basic biscuits. We then evaluated the taste and texture, before moving on to designing our own packaging.



# YEAR 5 & 6 CLASS NEWS



Year 5 and 6 have settled in well since September and are already demonstrating some excellent learning.

Year 6 enjoyed their Residential trip to Condover Hall in the third week of September; it is always a memorable trip and many of the children pushed themselves to try new activities and overcome fears. We are so proud of them all. Whilst they were away, Year 5 completed a unit on poetry and were tasked with writing their own poems, which were entered into the Young Writer's Poetry competition. Many of the children's poems were shortlisted to be published in the book, which is a brilliant achievement, but all the children worked hard on their poems - well done Year 5.

## Young Voices



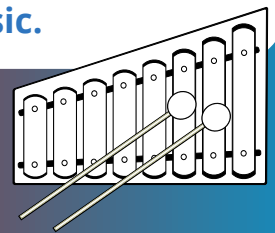
Rehearsals have started for Year 5 who, along with the Young Voices club, will be going to the performance in January, to sing as part of the Young Voices Choir. We are working hard on the songs and looking forward to the experience, which is fantastic!



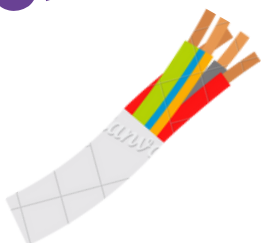
## Music

This term we have learnt the song 'Happy' by Pharrell Williams. We played xylophone accompaniments and took part in vocal exercises to develop our voices.

We have also been learning about the inter-related dimensions of music.



## Science



This term we are looking at materials and their properties, along with learning about conductors and insulators. We did an investigation using ice-pops wrapped in different materials to determine the best insulation - tinfoil, paper, fabric, cling film, or nothing. Which do you think would work best and why?



# Mathematics



## Year 5

Year five started the year off with working on place value and numbers up to 1,000,000. We have put into practice our addition and subtraction skills, applying these to solve missing number problems and comparing calculations. This included multi-step problems, that challenged our reasoning skills.

We have also looked at multiplication and division, recapping our knowledge of factors and products from last year, as well as finding out about square and cub numbers.

The total mass of apples in a box is 25 kg.  
The total mass of oranges in a box is 24 kg.  
A customer orders 300 kg of apples and 600 kg of oranges.  
How many boxes of fruit will the customer receive?

## Year 6

Year 6 started the term working on place value and numbers up to 1,000,000. We have also been reminding ourselves of the four main operations, addition, subtraction, multiplication and division. This has included long multiplication and long division, which has certainly challenged our brains! We have been applying our skills to solving multi-step word problems, learning how to break down the problems and pick out the key information we need. We have also been working on prime numbers, square numbers, common factors and using our number knowledge to find common multiples.

# Design Technology

We are working towards preparing and making a three-course meal in November - a salad to start, salmon or halloumi for the main and finished off with a chocolate tart. We've been looking at healthy eating and balanced diets as a part of this process.



# Geography



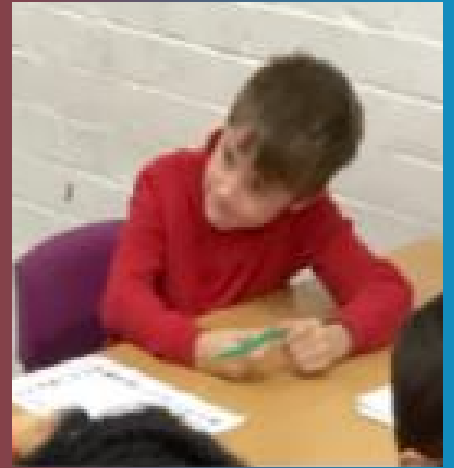
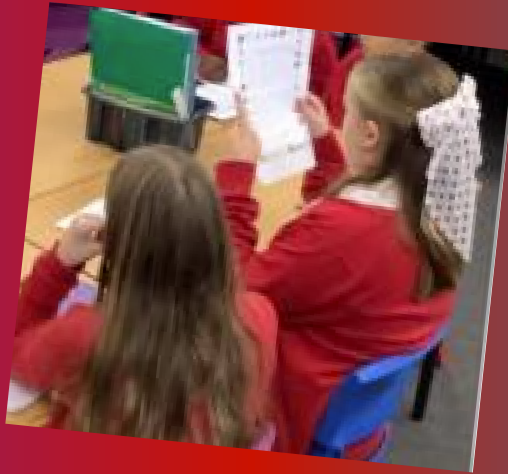
Our Geography project this term has been the creation of our 'Anywhere Island' - an island uninhabited by humans where we have been the decision makers in the physical features, plants and animals found there. This has been a broad project that has linked well to our Science and English work around the theme.





# English

Within English, we have just finished our unit on Beowulf, where the children learnt all about how to create and structure their own myths. The classes have really enjoyed the story of Beowulf and particularly enjoyed creating their own villainous monsters to put into their own stories. The unit culminated in Year 5 and 6 publishing their work and reading it out to Year 3 and 4 in some buddy reading sessions.



# History

This term we are learning all about The Vikings. We have found out where they came from, why they invaded other countries and whether they were Raiders or Traders.

We have also looked at what a day in the life of an everyday Viking might have been like, using artifacts and archaeological information to help us understand their lives.



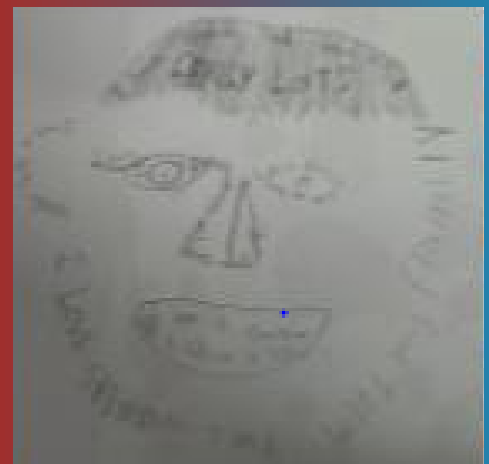
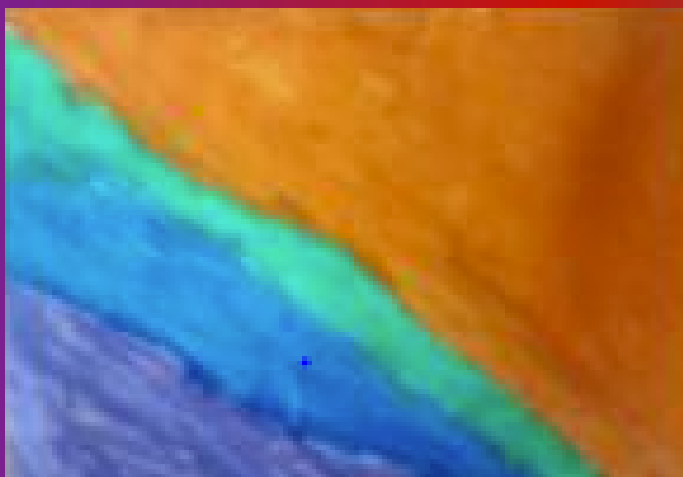
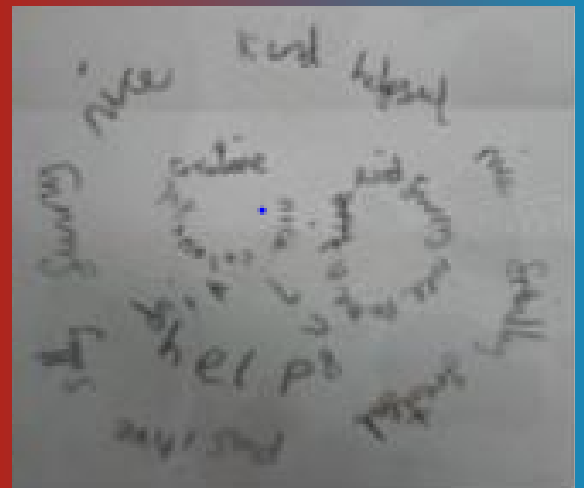
# Religious Education

Our RE unit this term has been focused on how God is seen as loving and holy, predominantly in the Christian faith. We have investigated Bible verses, contemporary texts, children's Bible stories, religious music and stained-glass windows to determine how these are used in the Christian faith to show how God is worthy of being worshipped.



## ART

This term we have been exploring self-portraits, we have developed some drawing skills using continuous line techniques and written a poem portrait. We played with colour and texture to create a background for our poem portrait which will form the basis of a mixed-media portrait.



# YEAR 6 RESIDENTIAL



Earlier this term, some of our Year 6 children had the amazing opportunity to experience a residential trip to Condover Hall. We had an action packed week which included activities like kayaking, climbing, archery, zip lines, a sensory trail, circus skills and many more. We returned a little bit tired but with memories of many experiences that the children won't forget!





# SCHOOL PARLIAMENT



We had a high number of children prepare manifestos in the bid to be successful in our 2024 elections. I want to take this opportunity to thank each and every one of our candidates as they all worked really hard on their speech and all reflected the vision and values of the school – well done!

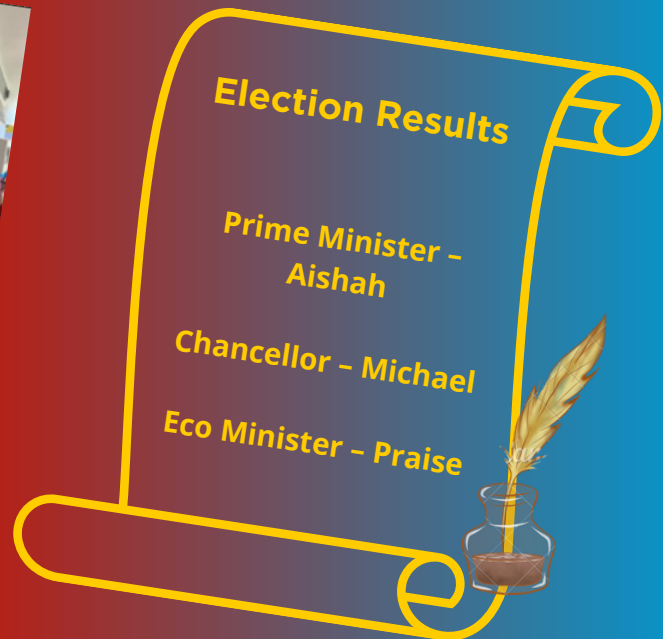
They were also very brave standing up in front of firstly a KS2 audience and secondly a KS1 audience. Unfortunately, not everyone could be selected but all candidates have agreed they would like to help with any administrative tasks that Parliament have in future.

Once the candidates had given their speeches all of the children in school were given three tokens. The children could use their token to vote for:

1. Prime Minister
2. Chancellor
3. Eco Minister

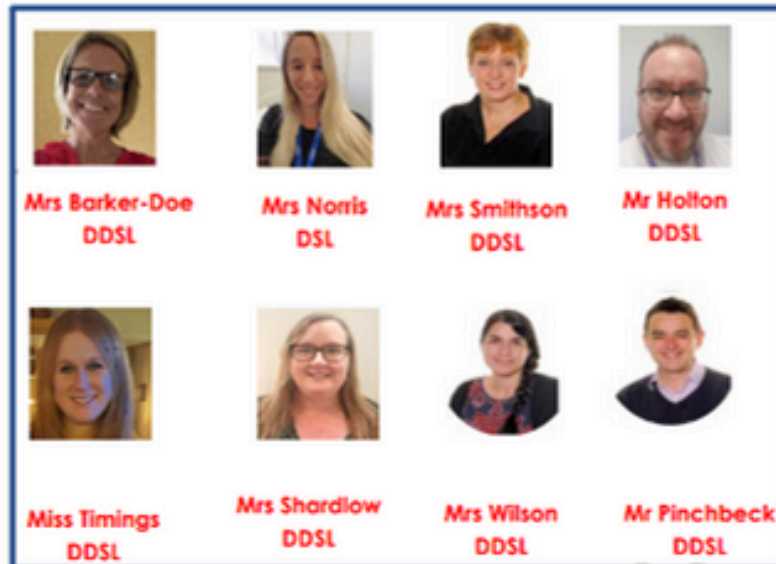
The process mimicked that of a real election and we even carried out exit interviews.

Since the election, Parliament have set up ballot boxes in each part of the school and have been collecting pupil voice. They have developed a reward system for dojo points, shown trustees around the school, and carried out book reviews for an author. In addition to all this they have also been working on some fundraising ideas.



# SAFEGUARDING NEWS

Each time you receive the Newsletter from now on we will be adding in a safeguarding section. I will start this one by introducing myself as the designated safeguarding Lead (Mrs Norris). The Deputy Designated Safeguarding Leads can also be seen below.



We do all have other roles in school too but we have a responsibility to ensure that the children are safe at all times. Sometimes we may contact you to chat about something your child has said or to gain further clarity on a situation or just to check in. Likewise, we would like to encourage you to come and chat with us if you have any concerns or worries.

## **BARNARDO'S** FAMILY SPACE

Barnardo's recognise that being a parent or carer can be the most wonderful thing in the world and can bring so much love and joy into your life. They state that they also know that the responsibility of parenthood and the daily challenges of this role can be as daunting as they can be exciting.

As such they have created a family space which offers information, advice, guidance and support for all stages of parenting. This can be found by following the link below:

[Barnardo's Family Space | Barnardo's Family Space \(barnardos.org.uk\)](https://www.barnardos.org.uk)

### **NSPCC**

The NSPCC has some great resources; one that has recently been developed is the 'guidance on leaving your child home alone advice portal' which may be supportive for parents of older children.

[Leaving Your Child Home Alone - Advice | NSPCC](#)





### Visiting School

We love being able to welcome you in to school as visitors to see all the wonderful things your children are doing. In order to keep this going we would like to take this opportunity to give a few pointers as to the expectations of parents when visiting.

- Please no mobile phones – either calls or taking pictures/videos
- No hot drinks
- Ensure that you are modelling high expectations of behaviour and language at all times
- Leave any interactions with children that are not your own to the teachers and staff

### Reporting Concerns

Report any concerns If you suspect a child is being abused or is in danger of being abused, please contact the Designated Safeguarding Lead/team or any member of staff. You can also contact the Multi Agency Safeguarding Hub (MASH) [on: 01452 426565](tel:01452426565) . If a child is in immediate danger, call the Police immediately on 999



### E-Safety

There are many websites where you can go to get advice on how to set parental controls on devices including X-Box and Playstations – helpful tips and advice are available on the following link:

[Use Parental Controls to Keep Your Child Safe | NSPCC](#)

It is essential that you filter and monitor the content that your child is accessing online, your children should be supervised with internet access. If you need more advice with this then please get in touch with a member of staff in school and we will be more than happy to help.

### The Family Information Service (FIS)

The website contains information on family advice and support it also has activities that are available to help families as well as information on parenting courses.

Please follow the link to access the family information service.

[Family information service \(FIS\) | Gloucestershire County Council](#)



At The National College, our *WakeUpWednesday* guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](https://nationalcollege.com).

## What Parents & Educators Can Learn from the OFCOM MEDIA REPORT 2024

Each year, Ofcom - the UK's regulatory body for communications - produces an overview of children and parents' media experiences over the course of the previous year. At the time of writing, the latest of these reports, 'Children and parents: media use and attitudes 2024' has just been published, and we've plucked out some of its most thought-provoking findings regarding online safety.

### ONLINE LIVES



### SCREEN TIME

By children's age group, the percentage of parents who felt less able to manage their child's screentime were ...



### POPULAR PLATFORMS

Most used by children ...

Under-12s

Over-12s



### ONLINE GAMING

**68%** of children played video games online

Who did these children most commonly play with?



### PARENTAL CONCERNS

The things that most commonly worry parents and carers about their child being online include ...



### ONLINE SAFETY IN SCHOOLS



### DEVICES MOST USED TO GO ONLINE



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The National College

Source: See full reference list on guide page at [nationalcollege.com/guides/media-use-and-attitudes-report-2024](https://nationalcollege.com/guides/media-use-and-attitudes-report-2024)

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Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 01.05.2024



## What Schools Need to Know about

# THE ONLINE SAFETY ACT

The Online Safety Act was passed into UK law in October 2023, with the aim of establishing major new layers of protection for children when they're online. The government has pledged "a zero-tolerance approach to protecting children from online harm" – and the act certainly includes more powerful legislation which should help to safeguard young people in the digital world. Our guide summarises the key points for schools...

### WHAT THE ACT WILL DO

#### HARMFUL CONTENT

Social media sites must rapidly remove illegal and/or harmful content such as bullying or harassing comments; pornography; and content that supports extremist activity or encourages or depicts violence, suicide, self-harm or eating disorders. If they fail to do so, they can be fined up to 10% of their global revenue while their executives may even face jail time.

#### ANIMAL CRUELTY

Content featuring cruelty to animals is now prohibited, even if it originates from abroad (where the law may be different). Again, it is the platform's responsibility to remove this.

#### MORE TRANSPARENCY

Sites must be transparent about the hazards that any children using them could encounter – by publishing risk assessments for their platforms, for instance.

#### HOSTING MISLEADING ADVERTS

Scams and fraudulent adverts must be blocked or removed, or the hosting companies are liable to be fined.

#### NON-CONSENSUAL SHARING

It's now easier to convict online abusers or people who share intimate images without consent, while legislation on the criminality of deepfakes has been clarified. The new laws also relate to any individuals who even threaten to share such images. This should help to protect women and girls in particular online.

#### REPORTING AND FILTERING

Sites should have easy reporting mechanisms for children (or their parents and carers) to flag up problems quickly. They must also provide options to filter out unwanted content.

#### AGE-RESTRICTED MATERIAL

Sites must prevent children from accessing age-inappropriate material. This includes enforcing age limits and implementing robust age verification.

## What this means for you

The act has some specific implications for schools: it's essential that leaders understand the new legislation's scope and limitations. The act is certainly a positive step, but as artificial intelligence and other advances in tech continue to produce new challenges, schools will still need to remain extremely vigilant.

#### KNOW WHERE TO GET HELP

Look out for the Code of Conduct that Ofcom is creating in response to the Online Safety Act. Note that the new legislation doesn't mean an instant change; many of its elements will only come into force at the end of 2023. An Ofcom consultation on 'protecting people from illegal harms online' will be running until February 2024.

#### REMEMBER THE ESSENTIALS

Remain mindful of your organisation's own online activities: the legal duty for schools to maintain appropriate software monitoring and filtering, for example, will not change.

#### WATCH FOR FUTURE DEVELOPMENTS

There are some issues on which the legislation remains less clear for now: whether it's possible for Ofcom to scan encrypted private messages (such as on WhatsApp) has yet to be resolved, for instance – making this an area where, for the moment, young people have less legal protection.

#### UNDERSTAND AND EXPLAIN

Staff should learn how to raise concerns with tech companies whose platforms contain anything upsetting or unpleasant. Students also need to be made aware of the newly strengthened laws relating to cyber-bullying, sexting or posting inappropriate content. Young people do make mistakes online – so the clearer their understanding of the possible consequences, the better.

#### ENGAGE WITH PARENTS

Schools should also explain to parents and carers the new possibilities that the Online Safety Act affords them in terms of protecting their children. Many parents may have previously felt that there was little they could do about changing online platforms' content; they now have a far greater level of support when complaining about a company or the behaviour of an individual.

#### Meet Our Expert

Luke Ramadan is Senior Deputy Headteacher and Director of Safeguarding for the St Benedict's family of schools. He's a regular speaker at conferences and writes in the TES (among other journals) on school leadership, pastoral care and safeguarding. In 2022, he was named Pastoral Leader of the Year at the National Awards for Pastoral Care in Education.



**NOS**  
National  
Online  
Safety  
#WakeUpWednesday

# 10 Top Tips for Parents and Educators CREATING FAMILY RULES FOR USING DEVICES

A set of family rules agreed on with children can promote the safe, responsible use of devices like tablets, smartphones, gaming consoles and computers. By developing rules around technology, it opens the conversation regarding boundaries and expectations, ensuring a healthy balance of screen time. This guide will help you to develop an age-appropriate family agreement to suit your household.

## 1 WORK TOGETHER

Collaborating with children when setting rules around the use of technology is a valuable task that can encourage them to take more ownership. It's important to make rules which reflect your family and are age appropriate. Think about what you all enjoy doing online and what apps, games or devices children use most frequently.

## 2 AGREE TIME LIMITS AND SUITABLE TIMES

Be realistic when setting screen time limits. These can vary depending on the child's age, whether it's a weekday or weekend, and what they're actually doing online. If they're conducting research for homework, that might require more time than if they were playing games. Consider when screen time begins: does it come after chores and homework? Agree times when technology and phones must be put away.

## 3 ENCOURAGE HONESTY

Family rules ensure that everyone can have fun with their devices and be safe while doing so. Nonetheless, children may make mistakes as they learn to navigate the online world. Emphasise that if they ever feel worried, unsafe or upset about something they've done, sent, said or received, they should tell you immediately so you can help them resolve the problem.

## 4 CHARGING AND OVERNIGHT STORAGE

To ensure children get the downtime they need overnight, it's important that devices – especially smartphones – are kept in a common space, where possible. This reduces the chance of pointless late-night scrolling or sleep being disturbed by calls, messages or notifications. There are charging boxes you can purchase, or all gadgets could be charged in the kitchen overnight to avoid distractions.

## 5 REVIEW RULES REGULARLY

Anything you agree on isn't set in stone. These rules will likely alter as children get older and the way they use technology changes. Take time to review these as a family, discuss what's working, and what isn't. Communication is key – so by doing this, you involve the child in their own online safety while promoting an open dialogue.

## 6 PROTECT PERSONAL INFO

Discuss and demonstrate the importance of protecting your personal information. Talk about what details you share online and who with. Use parental controls to block children from connecting with strangers, so that any information they do share is among their real friends. Ask a child's permission before posting any photos of them on social media, as this demonstrates positive online behaviour that they should learn and remember.

## 7 BE RESPECTFUL

Highlight the importance of showing respect to others when using technology. Encourage children to speak kindly to others online – such as on social media, when playing multiplayer games or in group chats (which can often lend themselves to teasing behaviour). Explain that if they aren't treating others considerately, they might be made to stay away from their devices for a while.

## 8 "NO TECH" ZONES

Designating spaces in the house where technology isn't allowed (for example: bedrooms, bathrooms and at the dinner table) lets you keep an eye on what children are viewing and who they're communicating with. It gives you some quality, screen-free time with them, too. It also helps reduce any impulses to potentially engage with inappropriate content, as they're unlikely to do so in a common space within the home.

## 9 AGREE ON CONSEQUENCES

As a family, discuss why the rules are important to balance their screentime, to ensure everyone enjoys gaming or interacting online, and that they are safe when doing so. Therefore, if these rules are broken, there has to be a consequence. Discuss what would be fair for certain breaches of the rules, as this can prevent a disproportionate response in the future.

## 10 KNOW ALL PASSWORDS

To protect children from inappropriate content, parents should have access to all passwords. Parents should also make it clear that they will check children's devices, should they have any concerns about their use. Emphasise that this isn't due to a lack of trust but is an extra way of keeping them safe.

### Meet Our Expert

Dr Claire Sutherland is an online safety consultant at iCybercare. She has developed and implemented anti-bullying and cyber safety workshops and policies for schools in Australia and the UK. Claire has written various academic papers and carried out research for the Australian government comparing internet use and texting behaviours of young people in the UK, USA and Australia.



#WakeUpWednesday

The National College

# What Parents & Carers Need to Know about

# WHATSAPP

With more than two billion active users exchanging texts, photos, videos and documents, as well as making voice and video calls, WhatsApp is the world's most popular messaging service. Its end-to-end encryption only allows messages to be viewed by the sender and any recipients - not even WhatsApp itself can read them. This privacy issue has been in the spotlight recently, as the UK's Online Safety Bill proposes to end such encryption on private messaging. WhatsApp is unwilling to do so and has reportedly considered withdrawing its service in the UK should this legislation go ahead.

...MSG ME...

## WHAT ARE THE RISKS?

### EVOLVING SCAMS

WhatsApp's popularity makes it a lucrative hunting ground for scammers. Recent examples include posing as the target's child, requesting a money transfer because of a spurious 'emergency'. Plus a scam where fraudsters trigger a verification message by attempting to log in to your account, then (posing as WhatsApp) call or text to ask you to repeat the code back to them, giving them access.

### CONTACT FROM STRANGERS

To start a chat, someone only needs the mobile number of the WhatsApp user that they want to message. If your child has ever given their number out to someone they don't know, that person could then contact them via WhatsApp. It's also possible that your child might be added to a group chat (by one of their friends, for example) containing other people that they don't know.

### FAKE NEWS

WhatsApp's connectivity and ease of use allows news to be shared rapidly - whether it's true or not. To combat the spread of misinformation, messages forwarded more than five times on the app now display a "Forwarded many times" label and a double arrow icon. This makes users aware that the message they've just received is far from an original - and might not be entirely factual, either.

AGE RESTRICTION  
13+

ONLINE

### 'VIEW ONCE' CONTENT

The facility to send images or messages that can only be viewed once has led to some WhatsApp users sharing inappropriate images or abusive texts, knowing that the recipient can't re-open them later to use as evidence of misconduct. People used to be able to screenshot this 'disappearing' content - but a recently added WhatsApp feature now blocks this, citing increased privacy.

### CHAT LOCK

Another new option allows users to store certain messages or chats in a separate 'locked chats' folder, saved behind a passcode, fingerprint or face ID authentication. The risk here is that this function creates the potential for young people to hide conversations and content that they suspect their parents wouldn't approve of (such as age-inappropriate material).

### VISIBLE LOCATION

WhatsApp's 'live location' feature lets users share their current whereabouts, which can be helpful for friends meeting up or parents checking that their child's safely on the way home, for example. However, anyone in your child's contacts list or in a mutual group chat can also track their location - potentially letting strangers identify a child's home address or journeys that they make regularly.

## Advice for Parents & Carers ...TYPING...

### EMPHASISE CAUTION

Encourage your child to treat unexpected messages with caution: get them to consider, for example, whether the message sounds like something a friend or relative would really send them. Make sure they know never to share personal details over WhatsApp, and to be wary of clicking on any links in messages. Setting up two-step verification adds a further layer of protection to their WhatsApp account.

### ADJUST THE SETTINGS

It's wise to change your child's WhatsApp settings (go to 'Privacy', then 'Groups') to specify which of their contacts can add them to group chats without needing approval; you can give permission to 'My Contacts' or 'My Contacts Except...'. Additionally, if your child needs to use 'live location', emphasise that they should enable this function for only as long as they need - and then turn it off.

### THINKING BEFORE SHARING

Help your child to understand why it's important to stop and think before posting or forwarding something on WhatsApp. It's easy - and all too common - for content to then be shared more widely (even publicly on social media). Encourage your child to consider how an ill-judged message might damage their reputation or upset a friend who sent something to them in confidence.

### CHAT ABOUT PRIVACY

Some parents like to check in with their child about how they're using WhatsApp, explaining that it will help to keep them safe. If you spot a 'Locked Chats' folder, you might want to talk about the sort of chats that are in there, who they're with and why your child wants to keep them hidden. Also, if your child has sent any 'view once' content, you could discuss their reasons for using this feature.

### Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



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OSU  
WakeUp  
Wednesday

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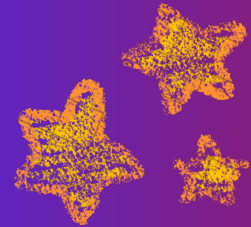
# OPAL - OUTDOOR PLAY AND LEARNING



Did you know that there are over 15 different types of play you could introduce to your child. Our lunchtime OPAL staff have had specific training to become 'Play partners' to help your children experience the best play they can.

In the dining hall our 'dining partners' encourage children to eat healthily and cater to religious and individual additional needs, getting to know the children personally to ensure that they are encouraged to enjoy their lunch in a safe and welcoming environment.

All our lunchtime staff are there to help your children to make the absolute best of their lunchtime. "



**PLAY TYPES**

Symbolic Play

Locomotor Play

Recapitulative Play

Creative Play

Exploratory Play

Communication Play

Role Play

Fantasy Play

Socio-dramatic Play

Object Play

Mastery Play

Deep Play

Roush and Tumble Play

Dramatic Play

Social Play

Imaginative Play

**XPLAY**  
SCOTLAND  
www.playscotland.org

A Playworker's Taxonomy of Play Types by Bob Hughes

emerofeary.com



**"Please put monkey bars on playground"**

**The Children asked for.....**

**" More music at lunchtime"**



**"Gym stuff for the field"**



**What are we doing.....**

**We have introduced 2 speakers to the playground with child friendly music for the children to dance to.**



**We have invested in ninja courses for the trees which the children will be introduced to soon.**

**A state of the art outdoor gym is in development on the field.**



**OPAL are always on the lookout for fun, unique and unusual equipment and apparatus for the children to play with.**



**We will continue to strive to better our play provision and would love for you to get involved and help us, however you can. This can be through donations, or by volunteering your time to help us develop our outside space.**





# CALTON STARS



## Football

**Girls Team** - The girls have started well, winning their qualifying group and reaching the finals evening of the early season 7 a side tournament. The finals were a good experience playing against teams on a very quick 4G pitch, but they never gave up. They drew their first league fixture 1:1 against Finlay and had a comprehensive victory 3:1 against Linden.

**Boys Team** - The boys have just started the league fixtures, after having to postpone our first fixture due to the weather. Whilst they didn't get the result against a strong and impressive Longlevens team, they never gave up and showed promise for the season ahead.



## Basketball

Ten Year 5/6 girls were able to experience a basketball taster event, which was run in conjunction with Gloucester City Basketball and they loved it.



## Netball

A promising start to the season, where the squad attended a netball festival.



## SEND Bowling

Some great fun was had as a small group of children were able to complete in a tenpin bowling event.



## Cross Country

The running club has started and we look forward to competing against other teams in the Cross Country Championships next term.



# INCLUSION TEAM



## Meet the Team

We would like to introduce you to the Inclusion team:

**Matt Holton- Inclusion lead**

**Stella Smithson- Family Support Worker and ELSA**

**Becci Duignan- Pastoral , Behaviour and Bereavement**

**Theressa Threadgill- Pastoral , Sand Play and ELSA**

**Shirley Yeomans -Pastoral and Therapeutic story writing.**

## Inclusion Team's role

The team is there to offer support to you and your children to negotiate some of the trickier times in life.

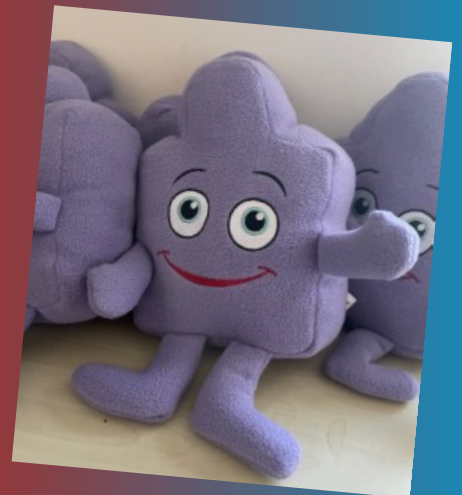
We can offer support for behaviour challenges, bereavement , low self esteem, friendship issues,

We work with individuals and groups of children using various programs and therapies. We use puppets, toys. Lego and sand to help the children.

We also link with outside agencies and are fortunate to have access once a week to a TIC Counciller.

We are always out in the playground before school, so please feel free to come and have a chat. If we can not answer your questions we can normally find someone who can.

We are currently running Family Jigsaw for years 3&4 and will be running more sessions in the new year for year 1&2

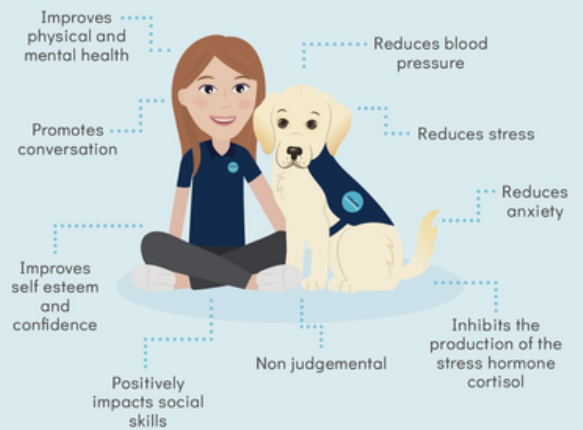


## Rainbow & Buzz

Rainbow and Buzz enjoyed their summer with Mrs Threadgill and have returned to school well rested and ready to help our children to settle into their new routines.

This term they have continued to support children during their Sandplay sessions. They have also been helping children to settle into their new routines

### The Benefits of the Human-Animal Bond



## Mabel

Mabel continues to be a great resource for children. She has listened to readers, helped children regulate their emotions or just be a smiley happy face around school.

She has also helped those who are afraid of dogs. I am particularly impressed with Yousra who did not like Mabel when she arrived. She would not stroke Mabel and would hide away. A great deal of encouragement and support from Mabel has now made this happen.....







# Music Lessons at Calton Primary



gloucestershire MUSIC

## Gloucestershire Music Peripatetic Service – 2024/25

Dear Parent/Guardian,

Calton Primary School expressed an interest in offering individual & paired tuition through Gloucestershire Music (GM) for the following instruments.

Piano Guitar Ukulele Trumpet Double Bass Voice (singing)

Instrumental lessons are a great way to not only engage your child in music making but are also proven to improve their confidence, concentration and much research has shown the positive effect of music on English and Maths in particular. The time that lessons commence will be decided in due course by your school and the GM tutor who will deliver the lessons. GM staff are DBS checked, and are quality assessed to maintain the highest standards of teaching across the county. **There may be additional instrumental options privately organised by your child's school.**

Should your child require an instrument they can be hired from GM. Information on prices for this scheme can be found at [www.gloucestershiremusic.co.uk](http://www.gloucestershiremusic.co.uk)

A student bursary is also available for those who wish to apply for financial assistance. This can cover tuition, instrument hire and exam fees up to £200 per term (based on a 3 term year). Visit <https://www.makemusicgloucestershire.org.uk/schools/mrty-grants-and-bursaries/> or ring us on 01452 427242 for more information. If your child is in receipt of Pupil Premium and you are unable to receive a bursary or need more financial assistance, please contact the school to discuss how they might be able to help.

To sign up to our music lesson waiting list through our online parent pay system please use the following instructions.

- 1) Visit <https://gloucestershiremusic.parfor.com>
- 2) Under the School Direct Tuition section select your child's school from the list.
- 3) Select the relevant instrument lesson from the available options.
- 4) Complete the details over the next pages.
- 5) Once you have completed this and created your SchoolPay account, complete your application.
- 6) Once we have organised the tutor, you will receive an email offering you a place in that music lesson.
- 7) Follow the instructions to accept the place and make your payment.
- 8) Once we have received the payment, lessons can begin.

Paired Lesson 30m.....	£99.99
Individual Tuition 20m.....	£132.76
Individual Tuition 30m.....	£198.33

Lessons are priced based on 10 lessons a term

Terms and conditions apply [www.gloucestershiremusic.org.uk/youth-groups/terms-and-conditions/](http://www.gloucestershiremusic.org.uk/youth-groups/terms-and-conditions/)  
Happy music making!

Nick Steel  
Schools' Manager – Gloucestershire Music



## WOULD YOUR CHILD LIKE TO PLAY IN THEIR VERY OWN ROCK BAND?

**ROCK STEADY**  
CELEBRATING 16 YEARS OF ROCK STEADY

Enrol online today at [rocksteady@music-school.com](http://rocksteady@music-school.com)  
or call 0330 113 0330 (local rate)  
8am-6pm, Mon-Thurs, 9am-5pm Fridays

Every child works towards an official, exam-free, Ofqual-regulated music qualification!

---

Dear Parent or Guardian,

The start of a new academic year is a great time to begin Rocksteady lessons. Your child can enjoy the magic of music by learning to play in their very own band through weekly in-school rock and pop lessons. It's the perfect chance to learn new musical skills while having fun. Parents often find that Rocksteady lessons also boost children's self-belief, wellbeing, life skills and even academic achievement.

Your child will progress through the Rocksteady curriculum and collect up to 300 different musicianship, performance and instrument skills along the way.

Here's what you need to know:

- Lessons are held during the school day. There's no experience necessary and all instruments are provided, so it's inclusive and accessible.
- Your child can choose from vocals, keyboard, drums, bass, or electric guitar (subject to availability). They'll join their bandmates for a weekly 30-minute lesson, where they'll learn some of their favourite songs.
- You can proudly watch as your child performs in their end of term concerts, showing you and their friends just how far they have come. You can also follow their musical journey in your Backstage Account for regular updates on their progress and occasional photos or videos of them in lessons.
- Loved and trusted by thousands of schools, lessons are taught by experienced professional musicians who make music education fun. Your child's band leader will support and inspire your child while making sure they progress at their own pace.
- Your child will work towards an official, exam-free, Ofqual-regulated music qualification, at no extra cost. The longer your child stays with Rocksteady, the further they will progress!
- It's hassle-free with a money back guarantee for the first month. You can cancel at any time.

Booking for September is now open. Places are offered on a first come, first served basis. Selecting different instrument options will give you the best chance of joining a band as soon as possible.

For more details on availability and cost, visit [rocksteady@music-school.com](http://rocksteady@music-school.com) and find your school on the sign up page or call 0330 113 0330.

Best wishes,  
Rachel Hawker | Director of Education

PS Did you know, in the last year more children have achieved Rocksteady's unique exam-free music qualification than the total number of students who took A-level Music?

WELLBEING RESOURCE OF THE YEAR  
EDUCATION TODAY AWARDS 22/23

HERE'S WHAT SOME PARENTS AND HEADTEACHERS HAVE TO SAY ABOUT ROCKSTEADY LESSONS

## Drumming Lessons - Year 2 Upwards

If you would like your child to receive drum lessons at school, please contact Mr. Guest at [midlandsdrumlessons@gmail.com](mailto:midlandsdrumlessons@gmail.com) for further details including prices and availability.



**NEW FOR 2024!**

# HALLOWEEN LIGHT TRAIL

When the sun goes down, a whole new world lights up at WWT Slimbridge.

Open until 9pm  
11th & 12th, 18th & 19th October,  
Half Term: Fri 25th October to Sun 3rd November

**Tuffley Park Knitted Halloween Trail 2024**  
by Friends of Tuffley Park

The **Chamwell Centre Charity**

## HALLOWEEN FUN

The Chamwell Centre CAFE will be open on **Thursday 31st October 5pm-7pm**

**TREAT OR TREATERS WELCOME!**

Sweeties Treaties!

CAFE MENU  
Hot Dogs £5  
Burgers £5  
Cakey Treats  
Hot & Cold Drinks

**SAFE, ACCESSIBLE & INCLUSIVE FUN**

The Chamwell Centre Charity, The Milestone School, Longford Lane, Longlevens, Glos GL2 9EU

CityChurch Gloucester

**HEY LINDEN!**  
OCTOBER 31ST 5:30-7:30PM

**STOP BY FOR A TREAT**

**NO TRICKS! JUST TREATS!**

**MEDIEVAL MONSTER HALLOWEEN**  
SUDELEY CASTLE & GARDENS

October Half-term  
Oct 26th - Nov 3rd

A spook-tacular Medieval Monster Trail and Ball!





# PLAY GLOUCESTERSHIRE'S PLAY RANGERS

September to October Half Term 2024  
Community Play Sessions  
all sessions 4 - 6pm

Mondays	Tuesdays	Wednesdays	Thursdays
Buckenham Sports Field, Kingsway, Gloucester	Mason Road, Stroud	Melville Play Space, Bourton-on-the-Water	Archway Gardens, Stroud
Synwell Playing Field, Wotton-under-Edge	Aylard Gardens, Barton, Gloucester	St Michael's Park, Cirencester 19th and 23rd September 9th and 23rd October	Scott Avenue, Podsmead, Gloucester
		Thistle Patch, Chesterton, Cirencester 18th September 2nd and 16th October	

Our Play Ranger activities take place outdoors in all weathers and are open access. This means there is no registration, children are free to come and go as they please.

Our Activities are aimed at school aged children. Under 8's are welcome and should be accompanied by an adult.

We believe all children have the right to play. Please talk to us if your child needs additional mobility or other support to enjoy Play Rangers.

**Play Gloucestershire**  
Transforming lives through the power of play  
[www.playgloucestershire.org.uk](http://www.playgloucestershire.org.uk)  
@play\_glos | playgloucestershire



## The not so secret book club

by Read with me

### HALLOWEEN SPECIAL

**FREE event!**

Join us for Halloween crafts, a treasure trail and spooky storytime!  
We'll also have plenty of FREE books available to take home!

**Robinswood Hill, Gloucester.**  
**Tuesday, 29th of October, 11am-2pm.**




STREET TAG TRAILBLAZERS


26TH OCT. - 9TH NOV. 2024



- ★ **Wednesday, 30/10/24 @ 9-12pm** - Head to Kingswalk shopping centre, meet the team, ask questions, and earn 2,000 points. Try the **Go-Outside trails** and grab some freebies!
- ★ Complete one or more **Go-Outside trails** by **Saturday, 09/11** to earn an extra 2,000 points per trail AND get entered into a prize draw with goodies from Gloucester Services Farmshop (Gloucestershire Gateway Trust) and more.
- ★ **Tuesday, 29/10/24 @ 11am-3pm**, visit the **Autumn Fest at Robinswood Hill**. Find the **Treasure Box** on the Street Tag map for 1,000 points. Visit the Street Tag team, ask for the code, and get 2,000 more points!

GET IT ON Google Play  
Download on the App Store






## Something to consider this Halloween:

- The child who doesn't say "Trick or Treat" or "Thank you" might be nonverbal.
- The child who isn't wearing a costume might have a Sensory Processing Disorder or be on the spectrum.
- The person who looks too old to be trick or treating might be developmentally delayed.

**Please be accepting, patient, and kind.**




**24<sup>TH</sup> NOV 2024**

## GLOUCESTER BRICK FESTIVAL

**GL1 CENTRE**

MORE LEGO THAN YOU CAN DREAM OF



# FUN DAY AT THE FARM... AND SEE DRAFT PLANS FOR ITS FUTURE!



**WEDNESDAY 30TH OCT. 11AM TO 2.30PM**

**ST JAMES CITY FARM, ALBANY STREET**

**FREE!**

- Take a look at proposals for the Farm and have your say
- Meet some animals
- Lots of fun activities for little ones
- Farm Cafe will be open from 10am - 3pm



FAIR SHARES COMMUNITY ALLOTMENT PROJECT AT CITY FARM

## FREE PUMPKIN CARVING

**WED. 30TH OCT. 10:00AM - 3.30PM**

COMMUNITY ALLOTMENT, ST JAMES CITY FARM, ALBANY STREET



There will be **4 sessions**, each **one hour** long.

All children **must be accompanied by an adult**, with up to two children per adult.

**10AM - 11AM**  
**11.30AM - 12.30PM**  
**1PM - 2PM**  
**2.30PM - 3.30PM**

**BOOK YOUR SPACE BY CALLING US ON 01452 415900!**

Fair Shares community time banks

fairshares.org.uk  
f /fairshares i /fair\_shares



## OCTOBER HALF TERM AT THE CHELTENHAM TRUST

Trick or Treat Potion Trail • Multi Sports Activity Camp  
Monster Mash Bash • Halloween Party • Creative Explorers





Activities      Arts and Crafts      Party

Brought to you by The Cheltenham Trust. A not for profit charity.

@TCTinthecommunity



## St George's Tuffley Free Light Party for children and families



**Tuesday 29th Oct 4.30-6pm**

Crafts, activities, food, fun & friendship

**GL4 0PE**



Come to our **Remembrance Sunday Ceremony**

on **10th November 2024**  
at **10.45am - 11.15am**  
at **Jet Age Museum**

**JET AGE MUSEUM**

Meteor Business Park, Cheltenham Rd E, Gloucester GL2 9QL





GLOUCESTER CATHEDRAL

LUKE JERRAM

# MARS

WAR & PEACE

Experience Luke Jerram's Mars: War & Peace at Gloucester Cathedral this October

[CLICK HERE TO DISCOVER MORE](#)

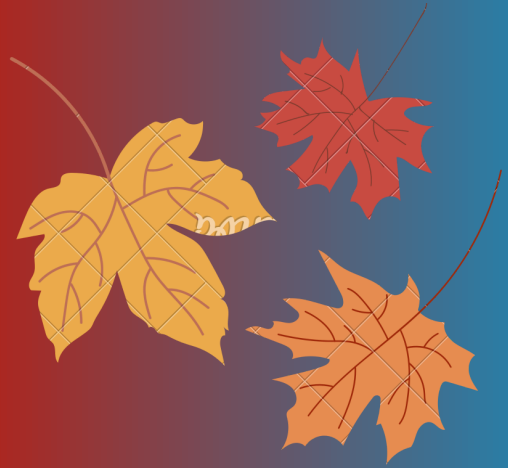
TEWKESBURY ABBEY

# SPACE

TUESDAY 22 - SUNDAY 27 OCTOBER

A light and sound art installation created by artistic collaboration Luxmuralis  
 Tickets available from [rosetheatre.org/tewkesburyabbey](http://rosetheatre.org/tewkesburyabbey)

Image © Luxmuralis



Berkeley Castle

Spooktacular HALLOWEEN

27th - 30th October 24

Open Sunday - Wednesday • 10.30am - 5pm • [www.berkeley-castle.com](http://www.berkeley-castle.com)

Book Now!

NATURE IN ART

# GIFT & CRAFT FAIR 2024

Sat 26 & Sun 27 Oct

Over 45 stalls will showcase a large variety of crafts, from Woodwork & Ceramics to Glassware & Photography.

WALLSWORTH HALL, NR GLOUCESTER

[Find out more >](#)





**Gloucestershire**  
Wildlife Trust



# Robinswood Hill Nature Tots

**30 Oct**

**27 Nov**

**11 Dec**

**Join us at Robinswood Hill with your pre-school little ones to explore the nature reserve and enjoy some fun wildlife-themed activities**

These hands-on sessions take place outdoors throughout the year and are a fun way to discover nature.

Sessions usually run on the last Wednesday of each month between 10.00am and 11.30am, and are only £4.00 per child.

We recommend bringing some drinks and snacks, and dressing for whatever the weather may have in store on the day.



**For more details and to book a place, please visit our website or scan the QR code**



# FIND HALF TERM FUN



Gloucester Rocks is built especially to help families find low-cost activities to do with the kids.

We have over 100 ideas of things to do in Gloucester on our website to help keep boredom at bay this October half term.

## Quick links:

[> Half term fun](#)

[> Parks and walks](#)

[> Free things to do in Gloucester](#)

## HOLIDAY CLUBS IN GLOUCESTER

### FIREWORK DISPLAYS IN GLOUCESTER

It's time to wrap up warm and head outside to enjoy some spectacular firework displays! Gloucester is playing host to a sparkling selection of Bonfire Night festivities, guaranteed to wow the crowds and amaze the whole family! Browse displays happening around Gloucester in our guide.

[Read more](#)





# CHRISTMAS FETE 2024

Saturday 23rd November

12:00PM - 15:00PM

Battledown Centre For Children & Families  
Harp Hill, Cheltenham, GL52 6PZ



COME & JOIN US FOR...

Hot food,  
Music by Gary Quinn,  
Santa's Grotto,  
Crafts, Raffle,  
Stalls & more!





# CFA - Calton Friends Association



The CFA held their Annual General Meeting in September and are looking forward to proving parents with more information relating to events they will be organising this year.

Please follow us on our facebook page for more information and event updates.

## CALTON FRIENDS ASSOCIATION



Feel like you can't commit to the CFA but want to help?  
Our Volunteer group could be for you

# CFA VOLUNTEERS

AN INVALUABLE GROUP OF VOLUNTEERS WHO SUPPORT  
THE CFA COMMITTEE ON AN AD-HOC BASIS MAKING  
EVENTS HAPPEN.

WHEN IT'S TIME TO SUMMON THE TROOPS, WE'LL ASK FOR  
HELP. IF YOU CAN, BRILLIANT! IF YOU CAN'T WE'LL CATCH  
YOU NEXT TIME, NO WORRIES!

**PLEASE GET IN TOUCH & WE'LL ADD  
YOU TO OUR LIST.**

 [cfa@caltonprimary.co.uk](mailto:cfa@caltonprimary.co.uk)

 Search @Caltonfriendsassociation

