Issue No.11
Summer 1: May 2026

John Scurr Newsletter

Twelve Years has flow by - 2014 - 2026



So, after 12 incredible years of leading John Scurr Primary, you will have seen the letter from Kevin Hinde, Chair of Governors that this final term will be my last as your Executive Headteacher as I prepare to embark on a new professional journey.
Reflecting on more than a decade here, I am filled with immense pride. Together, we have transformed John Scurr from a "good" school into a truly "great" school. This hasn't been a solo effort; it is the John Scurr Success Story, written by every single member of our dedicated staff. I am profoundly grateful to the team for their passion and unwavering commitment to our children.

Our Community: A Legacy of Inclusion
Working with our families has been a genuine pleasure. I am especially proud of how brilliant we have been at welcoming new pupils and settling families into our community. Together, we have shown everyone what it looks like to create real aspiration, opportunity and inclusion, ensuring every child feels they belong.

To our parents and carers: thank you for your partnership. We haven't always agreed on everything~~-and~~ that's okay! Even in those moments of disagreement, I always knew it came from a shared passion for your children's achievements. Thank you for your trust and support.

A Special Final Term
I am particularly conscious that this is also the final term for our brilliant Year 6 pupils. We are "graduating" together, and I am determined to make these final weeks memorable, joyful, and full of the celebration you all deserve.

Looking Ahead
While I am moving on, I am not going far. I am thrilled to be joining the Tower Hamlets Education Partnership (THEP) as the Director of Primary and Early Years.

The best part?
John Scurr Primary will be part of my new remit! In this new role, I will carry the lessons I've learned here with me every day, and I will always remember the profound impact we have had on our pupils.
I promise to "pop back" every now and then to see how you are all flourishing~~-and~~ I've already got my diary open for our Centenary Celebrations. I wouldn't miss that for the world!

As for the future Leader - Governors will be in touch soon to let you know of the plan for the school but our staffing team , including the fabulous Senior Leadership Team have such a rich and knowledgeable experience of the community and the school needs - whatever happens - you will be in good hands.

Maria Lewington

Twelve Year Have Flown By:

Twelve years have flown in the blink of an eye,
Underneath the bright Tower Hamlets sky.
From the Julia Scurr Garden where wild things grow,
To the Treehouse we built and the seeds we sowed.
We started with Packham, just one small seed,
Now two thriving High Needs classes are taking the lead.
We found our voices through Oracy and Debate,
While our Year 6 results were nothing short of great—
Smashing the National scores with flair and with pride,
With the whole John Scurr family right by their side.
We survived the home-learning and lockdown packs,
Keeping our spirits high and staying on track.
The Mile a Day thumping, the Music at the gate,
Songs of joy ringing out so no one is late.
In our new Library, the stories take flight,
As Millionaire Readers find bookshop delight.
In the Learning Lodge, families gather and grow,
With ESOL and 1:1 meetings and all that we know.
The Fayres in the winter, the sun in the heat,
Sharmin's haircuts and a summer-day ice cream treat.
The laughter of children as teachers get sponged,
Into the heart of our community we plunged.
From Gorsefield mud to the Chessington rides,
Park Life and Chess where our talent resides.
It's a tapestry woven with laughter and care,
A story of success that we all got to share.
Though I move to new pastures, one thing is true:
My heart stays right here, John Scurr, with you

Section 1: We will develop the confidence to think for ourselves explore and take risks

Music Concert

We are thrilled to announce the theme for this year's Summer Sounds Music Concert: Reggae! Following last year's tribute to Freddie Mercury, we are diving into the world of Bob Marley to celebrate the 50th anniversary of his iconic album, Rastaman Vibrations. Bob Marley was chosen not just for his incredible rhythms, but for his powerful messages of peace, equality, and kindness—values we hold dear at John Scurr. From 2 year olds to Year 6, every class is currently busy rehearsing. Pupils from Reception to Year 6 will be performing at the concert, so whether it's Year 2 practicing percussion to "Three Little Birds" or Year 5 mastering "Jamming" on the keyboards, the school is alive with "Positive Vibrations!"

Teachers will soon be selecting six pupils from each class to represent their year group on stage. We can't wait to share this afternoon of 'Roots, Rock, Reggae' music and our 'One Love' community spirit with you.
John Scurr Summer Reggae Celebration will be taking place on Tuesday 14th July at 3:30pm - 4pm.







Summer Term After School Club Update

What an incredible start to the season! We are thrilled to announce that over 50% of pupils from Reception to Year 6 have already signed up for our Summer Term after-school clubs. It's wonderful to see so much enthusiasm for learning and playing together. From the quiet creativity of Calm and Sensory Art for our youngest learners to the strategic battles in Chess Club, our halls are buzzing. Our Gardening Club is busy cultivating fresh produce with professional Gardeners, while Football and Play Club are making the most of the sunshine outdoors.

Act Fast: Limited Spaces!
While most clubs are now full, we have a tiny handful of spots remaining in:

* Rounders (Y2~~-4~~). Perfect for building teamwork and batting skills.
* Foodie Artists (Y4~~-6~~). Create edible masterpieces to take home!
* Music Club (Y3~~-6~~). Explore rhythms and new instruments.

After School Club provide vital opportunities to build confidence and new friendships. Don't miss out on the final few places for only £5.00 per place!

After School Clubs take place every Thursdays from 3:10pm to 4pm.

Year 1 Trip to Bevis Marks Synagogue







Year 1 had a brilliant experience visiting Bevis Marks Synagogue in March. Building on their Making Connections learning in RE, learning how different faiths show gratitude, Year 1 could not wait to learn more about gratitude whilst visiting a place of worship for Jewish people.

Entering this Grade 1 listed building, which first opened as a synagogue in 1701, the children were instantly in awe of the historic architecture of the building. Spotting key features of the synagogue and understanding their importance to the Jewish faith, learning about Jewish objects and how they are used for prayer, and holding these items, each child fully immersed themselves in their RE learning and made important and lasting connections.

Opening the Door to a Love Of Reading

This half term, we were delighted to officially open The Reading Garden, our beautiful new school library, with a very special visit from children's author Leigh Hodgkinson.

Leigh kindly read her latest book to a group of Reception children and our library monitors, who were excited to share why the library has already become such a special place for them. The children spoke confidently about enjoying quiet reading time, discovering new books and having a calm space where they can develop a lifelong love of reading.

The Reading Garden has been carefully designed to inspire reading for pleasure and to help every child see themselves as a reader. With cosy reading spaces, exciting new books and welcoming displays, it is already becoming a much-loved part of school life.
We would like to thank Leigh for helping us celebrate this important milestone and for inspiring our children through the joy of stories, imagination and reading

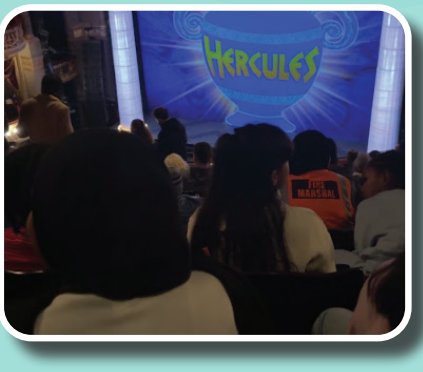




Year 5 Trip to see Hercules the Musical







During our visit to the musical Hercules, Year 5 had a wonderful opportunity to bring their recent learning about Ancient Greece to life. The children were excited to recognise many links to the Greek myths and gods they have been studying in history lessons, including Hercules, Zeus, Hades and Mount Olympus.

The visit was an enjoyable and valuable experience that enriched our Greek history learning and inspired lots of thoughtful discussions back at school

Reception Trip Tuesday

This term, reception have begun an exciting new project - Trip Tuesdays! Every Tuesday afternoon, 15 reception children are selected to go out on a trip to a venue or site in our local area. This helps the children to practise key skills such as walking down the road in a line, following instructions outside of school, road safety, and responsibility. The first four weeks of Trip Tuesdays have been to Bethnal Green Gardens. The children worked so hard to look after their partner on the walk, holding their hand and making sure they stayed in the line.

The children then had an amazing time climbing, swinging, and sliding their way around the park before showing us how sensibly they could walk back to school. We have now started going to our next Trip Tuesday location - Bethnal Green Fire Station! We had such an amazing time learning about fire safety, sitting in the fire engine, and having a go using the fire hose! We even got to see a real fireman use the fire pole and hear what their emergency sirens sound like. Reception parents, don't forget to check your Tapestry each week to see if your child has been out of school on a trip!





Section 2: We believe everyone should feel proud of the school community

Magnolia Class: Romans at Bruce Castle Museum







On 5th May Magnolia class took part in a workshop about the Romans at Bruce Castle Museum. The children acted like real archaeologists and got to handle real Roman artefacts. They discussed what they thought the various artefacts were and what they tell us about life in Roman Britain. This was Year 3's second trip to Bruce Castle Museum this year and we look forward to bringing more children back next year.

Tom Cottom
Year 3 teacher

What's Next For Our Pupil Voice Committee

A huge well done to our wonderful Pupil Voice Committee (PVC), who have officially wrapped up their fantastic screen-time project! To help everyone swap digital devices for real-world fun, they are currently creating a brilliant 'Boredom Buster Book' packed with screen-free activities for children to enjoy when they are looking for something to do.

Now, the PVC is turning its attention to ensuring every child's voice is truly heard at John Scurr. Starting next half term, they will be launching a weekly survey during Coaching Circles to gather opinions on various aspects of school life.

But that's not all! The committee is also working with Laurie to help children across the school develop and practice their French vocabulary.

We are incredibly proud of their leadership and can't wait to see the positive changes they continue to bring to our school community!

Sophie Lewis

Section 2 - We believe that everyone should feel proud of the school community

Celebrating Our Million Word Readers

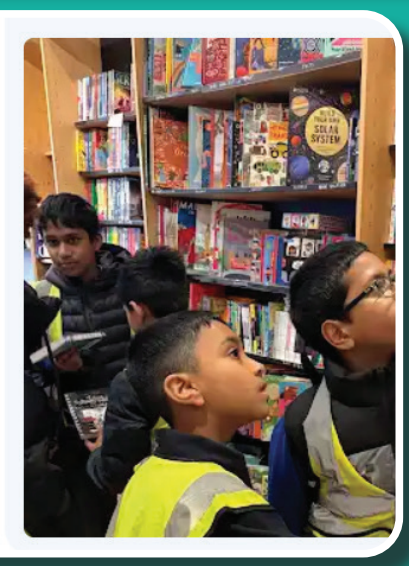
We are incredibly proud to celebrate our children who have read one million words or more through Accelerated Reader. To recognise this fantastic achievement, the children enjoyed a special trip to the famous Brick Lane Bookshop.

During the visit, the children loved browsing the shelves, exploring a wide range of exciting books and talking enthusiastically about their favourite authors and genres. The trip was a wonderful opportunity to celebrate their commitment to reading and their growing love of books

As part of the experience, every child was able to choose a book to take home and add to their own personal library. Seeing the children carefully selecting books and excitedly sharing their choices was a wonderful reminder of the importance of reading for pleasure. Reading regularly helps children to build vocabulary, imagination and confidence, and we look forward to seeing even more children become million-word readers before the end of the school year.







John Scurr Primary School Reading Pledge

What's New in Our School - May 2026

Hello parents and carers,
Time to look back on the latest improvements to our school.

* Why are there clouds in the dinner hall?
  These special acoustic clouds help to make the dinner hall a better place for everyone by making it a quieter place.
* Our Early Years Reception play-space has a new 'Look-Out' tower.
* The canopy outside our Reception classrooms has been cleaned and had new panels added to make sure that no-one gets wet under it!
* The left hand side of our front wall has been repaired and now looks as good as the right hand side!
* Finally, the new mural has arrived John and Juliet Scurr featuring!

Wishing you all a peaceful and exciting summer ahead.











Ray Royer –Premises Lead
Steve Blyth –Compliance Consultant

John Scurr Primary Dates 2026-27

Pupils are expected to attend for 190 days

Autumn Term 2026	Spring Term 2027	Summer Term 2027
From: Wednesday 2nd September To: Friday 16th October	From: Monday 4th January To: 12th February, 2027	From: Monday 12th April To: Wednesday 23rd July
Half Term Holiday: **Monday 19th October to Friday 30th October (10 days)**	**Half Term Holiday:** **Monday 15th February to Friday 19th February (5 days)**	**Half Term Holiday:** **Monday 31st May to Friday 4th June (5 days)**
Term 2: 2nd November -18th December, 2026	**Term 4: 22nd February – 25th March, 2027**	
Christmas Holiday: **Monday 21st December to Friday 1st January, 2027**	**Easter Holiday:** **Monday 29th March to 9th April** (school resumes Monday 12th April)	**Summer Holiday begins Wednesday 23rd July**
INSET- Monday 3rd September		
68 days	53 days	69 days

School Closure Days 2026-27

INSET Day (school closed to students)
- Monday 3rd September 2026

Bank Holidays
- Friday 3rd April – Good Friday
- Monday 6th April – Easter Monday
- Monday 4th May – May Bank Holiday
- Monday 25th May - Spring Bank Holiday
- Monday 31st August – Summer Bank Holiday
- **Ramadan Starts** 18/19 February, 2026 TBC

Arrangements for Eid –exceptional leave is given for pupils and staff who celebrate, if this falls on a school day.

Ramadan Start	7th February, 2027 TBC
Eid Al-Fitr	8/9 March, 2027 TBC
Eid Al-Adha	16/17 May, 2027 TBC

INSET and Twilight for all staff 2026- 2027

INSET Day- Tuesday 1st September

4 days divided into 8 twilights – mostly within the first and the first and third term

Attendance This Term

As we enter into the last half term of the academic year, it is really positive to see our attendance percentages rising across the school. Thank you to all the families who have brought their children to school every day even when they have had minor coughs and colds.

The children have enjoyed our Ice Lolly Challenge days when the classes with 100% attendance that day had an ice lolly and the children continue to enjoy Target Tuesday. The adults who work with the children are all seeing progress and increased confidence as they build on their learning each day as well as building relationships with their coach and their coaching circle when they meet together 3 times a week.

There are many exciting events and activities happening at school in the last half term that are important for your child to be part of and they will get to meet their teacher for next year and visit their classroom. Please continue to make sure your child attends every day and that any dentist or doctor's appointments are made after the school day has ended.

Helen Davies

Attendance May 2026

Registration Form	Present R/C: Marks (%)
Bluebell	93.45%
Buttercup	95.19%
Primrose	88.98%
Sunflower	98.67%
Acacia	98.52%
Hibiscus	100%
Waterlily	93.52%
Calendula	99.03%
Magnolia	92.00%
Orchid	99.21%
Pilea	100%
Agave	97.62%
Cactus	97.22%
Hellebores	98.89%
Rhododendron	96.44%



Syrihah Khahn - Attendance Administrator

Coaching Circles - What Parents Need to Know

At John Scurr Primary School, we are always looking for ways to strengthen relationships, improve communication, and ensure every child feels safe and supported. One of the ways we do this is through Coaching Circles.

What are Coaching Circles?

Coaching Circles are small, consistent groups of children led by a familiar adult. The group meets regularly and provides a safe, calm space where children can talk, reflect and be supported.

Why do we use them?

Research shows that strong relationships and high-quality adult interactions have a significant impact on children's wellbeing and learning. Approaches used in school are informed by evidence such as the Education Endowment Foundation, which highlights the importance of communication, feedback and structured support in improving outcomes for children.

Coaching Circles help us to:

- Build trust between children and adults
- Support children with friendships and social situations
- Encourage children to reflect on their choices
- Provide early support before small worries become bigger concerns

What happens in a Coaching Circle?

Sessions are structured but informal. Each session starts with a 'Check In Question'. The questions are designed so there is no right or wrong answer — everyone can participate and everyone feels valued.

- Mondays are all about sharing information about the week ahead and helping children to become more aware of what is happening outside their own year group too.
- Wednesdays are all about building resilience as we are learning to share 'highs and hurdles' of the week and how we overcome them.
- Friday is a celebration of 100% attendance that week (please do support us in this) and a bit of fun to end the week smiling.

The focus is always on helping children feel heard, valued and ready to learn.

Who leads the circles?

Each group has a named adult. You will have been informed who your child's coach is and where they are based at the end of the day. This consistency is important, as it allows strong relationships to develop over time.

How does this support your child?

Coaching Circles are part of our wider approach to behaviour and wellbeing. Alongside our restorative practices and strong classroom routines, they ensure children are supported both academically and emotionally. As with all our work at John Scurr Primary School, the aim is to help every child develop independence, confidence and the ability to make positive choices .

How can parents support?

You can help by:

- Talking to your child about their Coaching Circle
- Encouraging them to share any worries with their coach
- Use some of the coaching questions we have used so far while having dinner / on your way to school / on long journeys—

Coaching Circles - What Parents Need to Know

Some of the questions used so far:

If your thoughts made music, what would they sound like today?	Which sound would you miss most if it disappeared?
A) A calm melody	A) Birds singing
B) A wild drumbeat	B) Rain falling
C) A mysterious tune	C) Waves crashing
D) A joyful song	D) Wind blowing
Would you rather live in a treehouse with a pet baby dragon or a chocolate castle?	Who helped you recently, and how did it make you feel?
What is something you're proud of this week?	Would you rather it rained chocolate or snowed marshmallows?
Would you rather have a slide instead of stairs at home or a trampoline in every room?	Share a favourite book you have read time and time again
Would you rather have spaghetti for hair or popcorn for teeth?	Name three adults you could talk to if you have a problem you needed help with
If you could have any animal as a teacher for a day, what would it be and why?	If you could invent a new ice cream flavour, what would it be called?
If you had a secret door in your classroom, where would it lead?	If your shoes could talk - what would they say about your week so far?
If friendship was an Easter Egg, what would be inside?	If you could be a famous Olympian, who would it be and why?
Tell us one thing you learned on your Spring Park Life Visit this term.	Would you rather be able to slide down rainbows or bounce on clouds?
Would you rather settle every disagreement with Rock, Paper Scissors or use the Yellow Restorative Folder scripts?	Yesterday was International Women's Day.
Who is a woman you admire?	British Science week is coming up - if you could invent something to improve our school, what would it be and how would it work?
What made you smile this week?	
It's World Book Day on Thursday:—	Ask a silly question:
1. Which book character would make the worst school dinners?	Ask, "what's the best way to come to school?" - children give the worst way to come to school e.g. "riding a giant rat"

Coaching Circles are a simple but effective way of ensuring that every child is known, supported and able to thrive both socially and academically.

Year 6 Debate Mate Cup

On 22nd April I took 11 children from Year 6 to compete in the Debate Mate Cup, held at Teesside University campus in Hackney Wick. The children took part in two debates:
'This house would allow students to go on strike' and 'This house would ban the domestication of animals'. All of our children represented themselves and John Scurr brilliantly and I'm pleased to tell you that one of our teams came third overall, narrowly missing out on the final. This was the last Debate Mate competition of the year, so we now look forward to next year and hopefully more success then.





Tom Cottom
Debate Mate lead

Inclusion at John Scurr Primary

At John Scurr, inclusion is at the absolute heart of everything we do, and we are thrilled to share some wonderful feedback from our recent Peer Reviews and Inclusion Quality Mark (IQM) visit!

Reviewers and guests were incredibly impressed by the strong, trusting relationships between our staff and pupils, noting that children with SEND are happy, independent, and given every tool they need to succeed. Visitors praised the "strong foundations" that begin in our wonderful 2-year-old provision and carry all the way through to Year 6. They loved seeing how our learning environment builds immense confidence, beautifully showcased by a recent Year 5 dance performance where students wowed visitors by working collaboratively while letting their individual personalities shine.

Our reviewers also highlighted how well our pupils support and understand one another, creating a kind, welcoming community where children are encouraged to talk, debate, and compromise. Behind the scenes, our wrap-around care continues to thrive. Reviewers labeled our family mental health support, like THEWS (Tower Hamlets Emotional Wellbeing Service) and Play Therapy, as a total "game-changer", while our staff continue to feel supported through weekly coaching circles.

We are so proud to be recognised as a school where every single child belongs, thrives, and shines. A huge thank you to our fantastic staff, governors, families and most importantly our children, for making John Scurr such a special place to learn!

Evelyn MacSweeney

Section 4 - We believe everyone should learn a new skills and grasp all of life's exciting opportunities

Rose Class: New Term, New Skills

Rose Class have been focusing on play and sharing this term. We are learning to manage to share toys and resources even when they are very excited to play with them alone.
Sharing helps children develop impulse control and the value of fairness, helping them to navigate group environments more effectively and builds positive relationships with their peers. As well as this we have been we have been encouraging children to play with a wide variety of play equipment in the environment rather than the just their favourites.
Exploring different types of toys and equipment keeps things exciting and children build everything from strong muscles to clever problem-solving skills.

Throughout our Sensory and Structured Story times, we have been exploring Dear Zoo, which has helped to support understanding describing words. Full timers have also enjoyed learning about the book Look Up! which is about a girl called Rocket who loves space. All children have been having weekly music lessons and in small groups are learning to build their communication skills with Musical Interaction.



Waterlily Class: New Term, New Skills

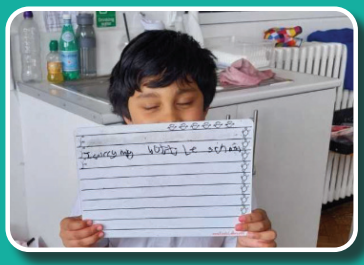
"In the Waterlily class, children enjoyed making a healthy snack by following a simple recipe using fresh and nutritious ingredients. The activity helped them learn about healthy eating, measuring ingredients, and following instructions carefully.

The children were excited to prepare and taste their delicious snack while developing important life skills and teamwork."

"In the Waterlily class, the children have been working very hard on their writing skills by putting their ideas into words and sentences. They have been writing about their journey to school and showing how they are becoming more independent each day."







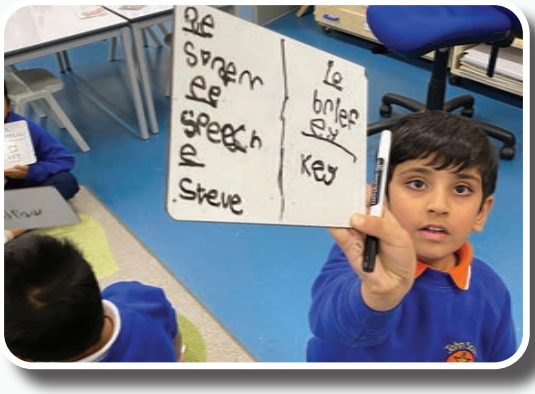


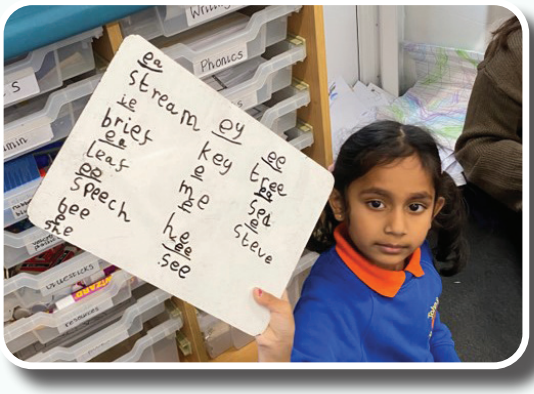
Phonics Screening Checks

Year 1 children having been working especially hard this term to prepare for the Phonics Screening Checks which will begin in mid-June.

To help them get ready, many children have attended Boosters and Readiness, before and after school. In addition, we have been thrilled by parent support of our homework —which is giving children the chance to practise some of the trickier sounds in the evenings. Thanks to all those who are working with us to support their children's progress.

The checks help ensure that children's reading and spelling are progressing well enough to prepare them for the rest of their primary learning. With these foundations children will be set to thrive as they learn our exciting and ambitious CUSP Curriculum.





Year 6: Preparing for Transition to Secondary School

Finishing primary and moving onto secondary school is an exciting milestone filled with many emotions. Some children will be continuing their journey with close friends, while others may be joining a new school where they know only a few people, or perhaps none at all. Although this transition can seem daunting at first, it also presents a wonderful opportunity to meet new people, establish new friendships, discover new interests and grow in confidence.

A new school means different teachers and increased independence. In Year 6 we will be focusing on preparing children for this transition. Over the coming weeks, children will develop their organisational skills, resilience and maturity through a number of different activities.

Although the SATs tests are over, there are still many important events planned before the end of the year. Year 6's are working hard on their writing, ready for their final assessment and auditions have opened for their final musical performance - Matilda.

We couldn't be prouder of our Year 6's and know that they will continue to find success on their next step. We encourage families to keep conversations open, celebrate achievements and remind children that feeling nervous is completely normal when beginning a new adventure.

Ellis Hewitt

Calendula Class - Spring Class Trip

In Calendula class, our Spring 2 term has been full of exciting and eventful trips which the students have thoroughly enjoyed.
I took my class on a trip to the Natural History Museum. The students were excited to see the dinosaur fossils and the giant blue whale skeleton. The trip was both educational and enjoyable. As a teacher, I was pleased to see the students learning with such curiosity and enthusiasm outside the classroom.
I took my class to a Roman workshop at Bruce Castle Museum. The students enjoyed holding different Roman artefacts, including coins, helmets, and pottery, while learning about how Romans lived. They carefully examined each object and wrote short descriptions about what they thought the artefacts were used for.
As a teacher, I was impressed by their creativity and enthusiasm. The workshop helped bring history to life and encouraged the students to think like young historians.
I accompanied my students to a Bengali production at the Brady Arts Centre. The performance was lively and engaging, introducing the students to Bengali culture, music, and storytelling.
As a teacher, I was delighted to see the students fully involved in the experience. They listened carefully, enjoyed the performances, and later discussed the themes and characters with great enthusiasm. The trip was both educational and inspiring, helping the students appreciate a different culture through the arts.

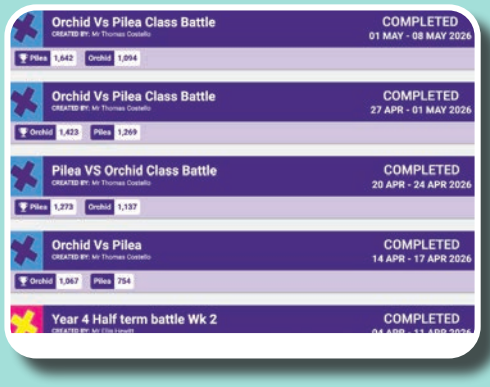
Stephanie Burke

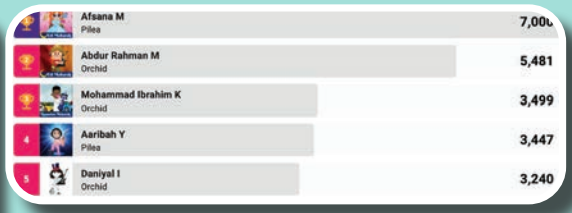
X Tables Rockstars Update

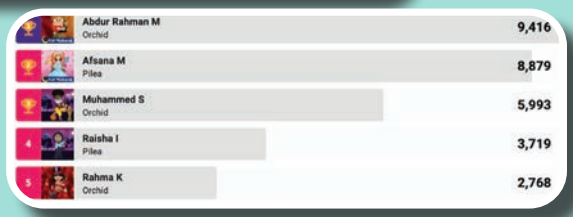
Preparation for the Year 4 Multiplication Tables Check (MTC) is going extremely well, and the enthusiasm across the cohort has been fantastic to see. We continue to run our exciting weekly class battles between Orchid Class and Pilea Class, with results so close each week that it is impossible to predict the winner!
On average, each class is achieving an incredible 35,000 correct answers every week, with a combined Year 4 total of around 70,000 correct answers — a remarkable achievement that reflects the children's hard work and dedication. Each week, we celebrate the winning class with an extra playtime, and we also recognise the children who place in the top three for effort.

Congratulations to all of the children who have earned the prestigious top-three award during our class battles. With the MTC fast approaching, we will continue working hard, and we would also like to thank all of our parents and carers for their ongoing support in helping the children practise at home after school and at weekends.

Thomas Costello







Reception Health Screening Checks

The Tower Hamlets, Reception health screenings are crucial, school-based assessments offered to children aged 4-5 to ensure any health issues are detected early and supported, allowing them to thrive at school.

The screenings, conducted by NELFT NHS Foundation Trust school nurses or trained health professionals, typically occur in the spring/ summer term and include vision and hearing tests along with the National Child Measurement Programme (growth)

Nursery: What Can I do!

Our nursery children have been on an exciting adventure - visiting Tesco in small groups to learn about making healthy food choices! At Tesco, the children explored the fruit and vegetable sections and chose new and exciting healthy foods to bring back and share with their classmates. They've been amazing at trying foods they've never tasted before and talking about why these foods help us grow strong and healthy.

The children showed wonderful confidence making their own choices, handling items carefully, and working together in their small groups. They've loved taking responsibility for selecting foods for their friends to try!

Back at nursery, the children have been excited to share their healthy food choices with their classmates. We've been tasting, describing and talking about the different colours, textures and flavours. It's been wonderful to see them so enthusiastic about trying new things!

Talk to your child about their learning:

Why not ask your child:

* "What healthy food did you choose at Tesco? What does it taste like?"
* "What was your favourite new food that someone else chose?"
* "Why do we eat healthy foods?"

These conversations help reinforce what your child has learned and show them that you value their growing independence and healthy choices.





Safe from burns

"I stood with him under a cool shower for 20 minutes. The hospital later said how good his skin was looking as a result."

Mum of little boy who grabbed her hot drink

Babies, toddlers and preschoolers have delicate skin that burns easily. They're curious and love to grab. Here's how to keep them safe.

Hot drinks

- Push your mug to the back of the worktop before you get the milk
- Use the back of the cooker if you're making tea in a saucepan
- Put your baby down before you pick up a hot drink
- Put your drink down in an out-of-reach safe spot

Hair straighteners and wands

- Keep them out of children's reach while you're using them
- Put them on a high shelf to cool

Kettles and flasks

- Use a kettle with a short cord
- Keep your kettle on a high surface and pushed to the back
- Keep flasks of hot water well away from little ones

Cooking

- Use the back rings first and turn pan handles in
- Try to keep children away from the cooker. Use a safety gate or highchair if you have one
- If you need to pop out, take your child with you

Baths and showers

- Put cold water in first, then top up with hot
- Test the water temperature with your elbow
- Stay with your child in the bathroom in case they fiddle with the taps

Staying warm

- Move cots away from radiators
- Fit fireguards around fires and heaters. Move heaters away from play areas or beds
- Check your hot water bottle for wear and tear. Don't use it if it's worn.

First aid

- Remove clothing, nappies and jewellery
- Cool the burn for at least 20 minutes with cool (not cold) running water
- Cover the cooled burn with loose cling film, a plastic bag or a clean non-fluffy cloth. Don't cover the face
- Put nothing else on the burn as this will stop it healing
- Give painkillers
- Get medical advice for a burn bigger than a 50p coin.



capt.org.uk
@ChildAccidentPreventionTrust @capt_charity

child accident prevention trust

Safe around roads

"One act of bad driving robbed the world of a beautiful, intelligent and caring young person. Our lives have been turned upside down by our daughter's death."

Bereaved Dad whose daughter was killed in a car accident

It can be hard knowing how best to teach your child to stay safe. Here we help you to break it down and keep it simple.

Pedestrians – younger children

- Get young children into the habit of holding your hand or use walking reins
- Ask questions while you're out to help them understand simple ideas like 'fast' and 'slow'
- You can start teaching the Green Cross Code from age five, encouraging children to stop, look, listen and think
- But they won't always remember safety rules, especially if they're excited or spot a friend across the road
- Children will copy what you do, so try to avoid stepping into the road without checking for traffic first. If you can do the right thing, it will help them get into good habits.

Pedestrians – older children

- Children find it difficult judging the speed and distance of traffic until they're at least eight. Accidents peak around 12, as children start making independent journeys
- Children learn by doing and practising. If they're moving to a new school, help them practise the route over the holidays. Where are the safe places to cross? What should they do if they see their bus and they're on the other side of the road?
- They can be mesmerised by their mobiles, so remind them not to talk or text on their phones or listen to music while crossing the road.



In the car

- Make sure your car seat is the right one for your child's height and weight and for your car - not all seats fit all cars

Cycling

- Get your child into the habit of wearing their helmet. If you cycle as a family, remember to wear yours too
- Look out for cycle training. Many schools offer courses to help children gain practical skills.

Driving – speed is everything when it comes to a child's chances of survival. They're 3.5 times more likely to die if hit by a car doing between 30-40 mph.

- Keep an eye on your speed
- Keep your phone in the glove compartment so it can't distract you.

Section 5- We believe we must grow healthy and strong and that we will know how to look after ourselves

Child Psychologist Parenting Top Tips

The 7-7-7 Rule: 21 Minutes to a More Connected Day

In the world of primary school parenting, we often feel like we need to plan "Grand Gestures" to stay connected. But child psychologists often suggest that consistency beats intensity. That's where the "Micro" 7-7-7 rule comes in.

By dedicating just 7 minutes at three key transition points, you can significantly lower a child's anxiety and improve their cooperation.

The Three Vital Touchpoints

* 7 Minutes in the Morning: Before the "Where are your shoes?!" panic sets in, spend seven minutes simply being present. Snuggle in bed, talk about their dreams, or listen to a song together. This fills their "emotional tank" before they face the social pressures of school.

* 7 Minutes After School: When they first walk through the door (or get in the car), avoid the "interrogation" about homework or what happened at school. Just be there. Let them decompress, offer a snack, and listen to whatever they choose to share. This bridges the gap between their school world and home world.

* 7 Minutes Before Bed: This is the time for "the download." As the lights go low, children often open up about things that bothered them during the day. Seven minutes of focused, screen-free listening helps them process emotions so they can drift off feeling secure and heard.

Why It Works

For a primary-aged child, these transitions—waking up, reuniting after school, and going to sleep—are when they feel most vulnerable. By "borrowing" just 21 minutes of your day, you're creating a predictable rhythm of safety.

The Secret: You don't have to do anything educational or productive. In fact, it's better if you don't. Just being "fully there" is the goal.

We have a team of Child Play therapists and Psychologists working with the school via the Family Hubs- Please speak with Evelyn or Helen if you would like more information from the support available.

Did you know?

Every year

£400

is spent by British families on nappies and wipes alone - potty training earlier would save you all of that.

Around

3 billion

disposable nappies end up in UK landfill sites each year – each one can take up to 500 years to decompose.

More than

£60m

is spent per year by UK local authorities on the disposal of nappies. Potty training helps reduce environmental impact.

We are lucky to have so many beautiful plants & trees in our playground – can you find these 6 and do you know their names?













Japanese “Kanzan” Cherry , Pear Tree, Flowering Kale, Forsythia Tree, Crab Apple Tree, Japonica “Camellia” Tree

New skills take time to learn. Practising at home will help your child move into school more easily and with confidence.

Growing independence

Taking care of themselves

- Putting on/taking off their coat and shoes
- Using the toilet and washing their hands
- Getting dressed with little help, e.g. after using the toilet or doing PE
- Using cutlery (e.g. fork and spoon, chopsticks) and drinking from an open cup
- Spending time away from you, learning they can be looked after by caring adults



Play, creativity and curiosity

- Taking part in imaginative play (e.g. role play)
- Drawing, painting, colouring and sticking
- Counting, building and doing puzzles
- Sharing story books with caregivers, looking at pictures and talking about the characters
- Exploring the world around them (e.g. looking closely at the natural world, noticing numbers, patterns and shapes, playing safely with objects at home)



Healthy routines

- Going to bed around the same time each night, waking up in time to get ready for school
- Limiting screen time to the recommended daily amounts (see advice)
- Eating a healthy diet and trying new foods
- Brushing their teeth with fluoride toothpaste twice a day (you'll need to supervise this until they are at least 7)







সেরা পরামর্শ

- (শিশু নিজে দাঁড়াতে শিখলে) বাথরুমে মেঝের ওপর দাঁড়িয়ে ন্যাপি বদলান এবং তাকে এই প্রক্রিয়ায় যুক্ত করুন (যেমন— মল ফ্ল্যাশ করা, হাত ধোয়া, প্যান্ট বা পুল-আপ নিচে নামানো ও আবার তুলে নেওয়া)
- নিয়মিতভাবে কিছু সময় ন্যাপি ছাড়া থাকতে দিন। সে প্রস্রাব ও মলত্যাগ করে ফেলার পরে এটি চেষ্টা করুন, যাতে সে ন্যাপি ছাড়া থাকার অনুভূতি বুঝতে পারে। যাতে সে পরিষ্কার ও শুকনো থাকে তাই প্রায় আধ ঘণ্টা পর তাকে ন্যাপি আবার পরতে সাহায্য করুন।
- প্রস্রাব ও মলত্যাগ নিয়ে স্বাভাবিক ও সরল ভাষায় কথা বলুন।
- বাথরুমের পরিবেশটি আপনার সন্তানের জন্য আরামদায়ক করে তুলুন, বিশেষ করে যদি আপনার সন্তানের ইন্দ্রিয়গত প্রক্রিয়াকরণে সমস্যা থাকে। উদাহরণস্বরূপ, টয়লেট ফ্লাশের শব্দ যদি আপনার সন্তানের কাছে খুব বেশি বিরক্তিকর মনে হয়, তাহলে বাথরুমে ইয়ার ডিফেন্ডার ব্যবহার করার চেষ্টা করুন।
- কিছু শিশু টয়লেটের সঙ্গের প্রতিও সংবেদনশীল হতে পারে। এই ক্ষেত্রে বাথরুমে লাভেন্ডার, পেপারমিন্ট বা কোনো এয়ার ফ্রেশনার ব্যবহার করে দেখতে পারেন।
- বোতামওয়ালা ট্রাউজার (যেমন জিন্স) বা টাইটসসহ স্কার্টের বদলে এমন পোশাক পরানো ভালো, যেগুলি সহজে খোলা যায় (যেমন জগার্স বা লেগিংস) —কারণ বাথরুমে যাওয়ার সময় এগুলি খুলতে তুলনামূলকভাবে বেশি অসুবিধা হয়। কিছু শিশু ন্যাপি ব্যবহার বন্ধ করার পর প্রথম কয়েক দিন কোমরের নিচে কোনো পোশাক না পরতেই বেশি স্বচ্ছন্দ বোধ করে।

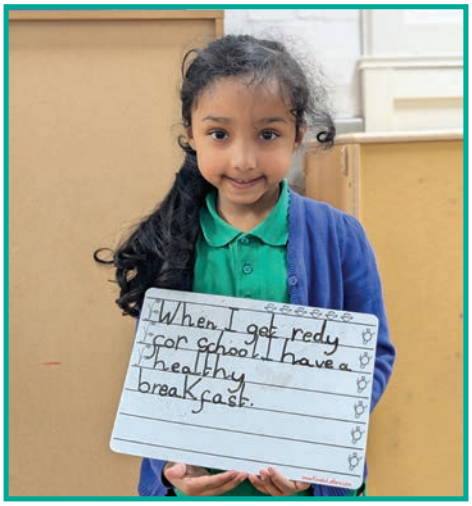


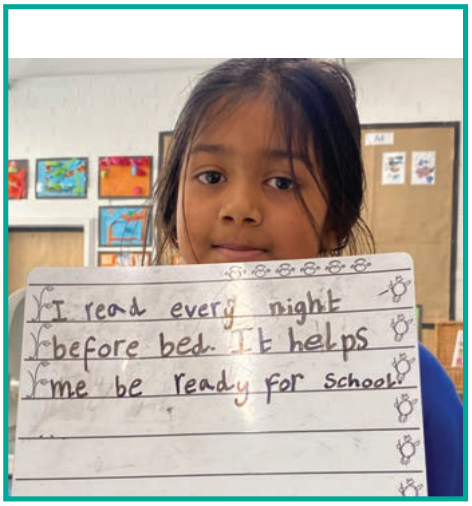
Extra advice for parents who need support with being ready and prepared for succeeding at school is available at
https://www.coramfamilylives.org.uk/
https://speechandlanguage.org.uk/

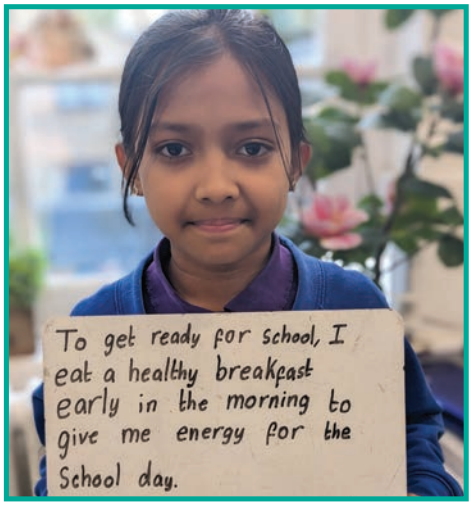
Key points

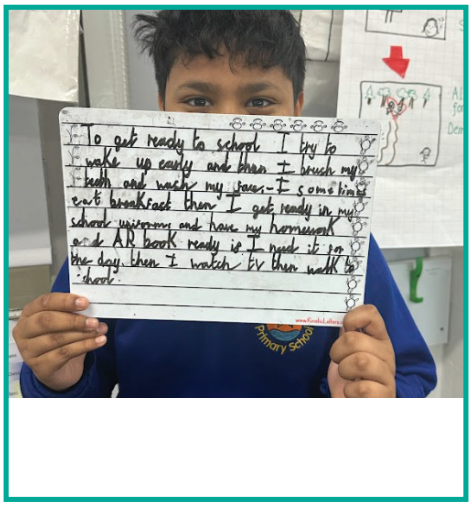
- A regular routine can help reduce anxiety by providing predictability and stability
- Tools like social stories, visual timetables, and choice cards can be incredibly helpful for neurodivergent children to understand and manage changes and transitions
- Communicate with your neurodivergent child using a calm tone and open questions and body language

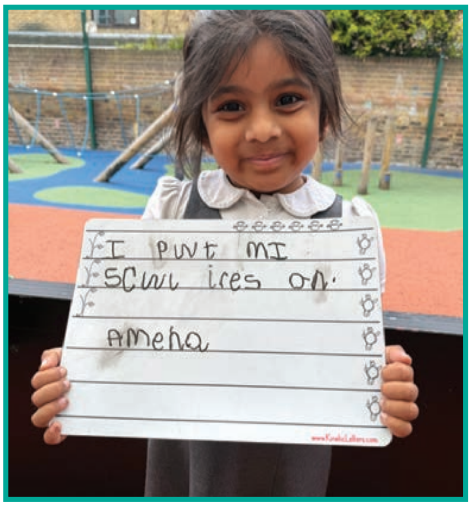
School Readiness: What does it mean?

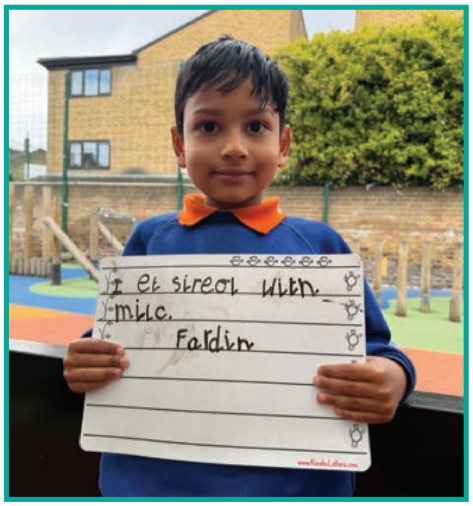














I wake Up
I brush my teeth
I get Changed
I eat my breakfast
I walk to school

Yumna

