



Fairholme

Primary School

‘We believe we can achieve’

Spring Term – Jan 2026 – Issue 5

Respect
Honesty
Responsibility
Kindness
Self-belief
Aspiration

A message from our Headteacher Mrs Harris:

The Spring Term is now well under way, and the children have settled into the term extremely well. So far this term, we have been focusing on developing the learning muscles of attentiveness and resilience, and it has been wonderful to see how the children are developing these important lifelong skills. We continue to celebrate pupils in our assemblies who excel in demonstrating these learning muscles, and we are very proud of the progress they are making.

Developing our children’s oracy skills is also a key focus this term. We encourage you to talk with your child about what they are learning in school — what they enjoy, what they are finding interesting about their topic, and what they may be finding challenging. In school, we are encouraging children to speak in full sentences to help build confidence and strengthen their communication skills.

We are very much looking forward to welcoming parents to our Curriculum Showcase on Friday 13th February, to share all the great learning that is happening across school. Please note that the timings of these sessions have been changed slightly to better support parents who have children in more than one year group.



Parent Governor Vacancy

We are currently seeking a Parent Governor to join our Governing Body. This is a fantastic opportunity for parents to play an active role in school life, support the strategic direction of the school, and help ensure the best outcomes for all our pupils. No previous experience is required—just enthusiasm, commitment, and a desire to make a difference. Please collect a nomination form for yourself or a friend and return it to the school office by Friday 30th January.

Fairholme Primary School, Peacock Avenue, Bedfont, Feltham, Middlesex, TW14 8ET

T: 020 8890 2584 E: office@fairholme.hounslow.sch.uk

www.fairholme.hounslow.sch.uk



Get ready to celebrate the magic of reading on Tuesday 5th March!

Here's what's happening:

Dress up as your favourite book character – heroes, detectives, magical creatures... anything goes!

Fun activities and storytelling throughout the day.

Bookish surprises to inspire your imagination.

🌟 Start planning your costume and get ready for a day full of adventure, creativity, and, of course, reading!

Let's make this World Book Day a story to remember!

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Mother's Day

We Need Your Help! 🌸

The **Friends of Fairholme** are excited to be planning another Mother's Day Sale this March, and we would love your support to help make it happen.

Do you have any toiletries, smelly items, face masks, bath bombs or small pampering treats that you would be happy to donate? These will be made into lovely little gifts for the children to buy and give to the special people in their lives on Mother's Day.

If you are able to donate, please send items into your child's class or the school office.

Thank you for your support!

Last year's sale was extremely popular with the children, and this year the Friends of Fairholme are hoping to make it bigger and better than ever!



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Dates for your Diary

13th February - Curriculum Showcase

Monday 16th - Friday 20th Feb - Half Term

Monday 23rd February - Children return to school

4th and 5th March - Parent's Evening

5th March - World Book Day

17th March - Class Photographs

27th March - finish at 2.30pm

30th March - Easter Holidays

13th April - Children return to school for the Summer Term

PE Days

Early Years: Friday

Year 1: Tuesday & Wednesday

Year 2: Wednesday (& Thursday for Purple class only)

Year 3: Wednesday & Thursday

Year 4: Thursday & Friday

Year 5: Tuesday

Year 6: Tuesday

The following parent SEND workshop is taking place this term:

- 2 March, 9:20am – Exam Stress

This will be taking place at Fairholme during the school day.

For more information or to book a space, please speak to Mr Doyle.

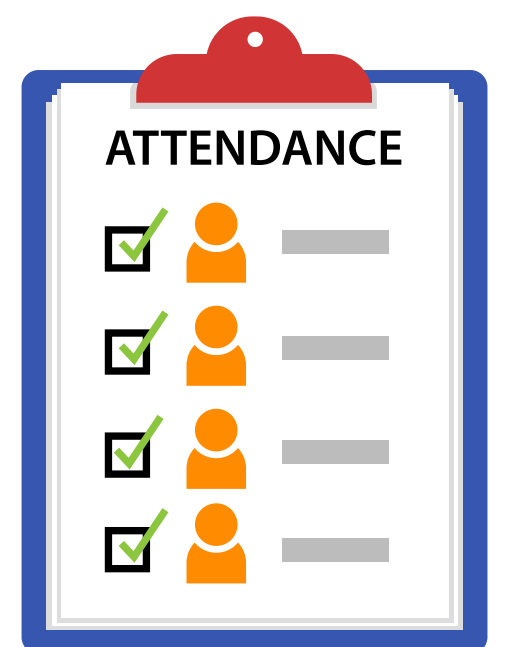
Attendance

Current whole school

this year:

Attendance: 94.1.%

Target: 96.4%



Blue Tokens are back at Tesco's!

If you are shopping in Tesco's in Ashford, please do collect the blue tokens and put them in the Fairholme collection box. We are hoping to raise money to further develop our Key Stage 1 playground.

Thank you!



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What is happening across our school?

Early Years

Our Topic this half term is Around the world. We have started with focussing on different transport that can take us to different places.

We have been reading stories about transport. Reception read a story about a very naughty bus. They are in the middle of writing their first sentences that build into a new story of their own about transport. All children made buses from boxes.

Early Years took advantage of the first few days back where we explored the ice and snow. The children LOVED breaking all the ice that was formed over night in the outdoor area.

We continue to learn to count accurately and build our imaginations. In PE we have been learning new gymnastic shapes and challenging fears by jumping over the horse. What a lovely start to 2026!





What is happening across our school?

Year 1 have been very busy with their new topic, which is learning all about where they live. Last week the children in Year 1 enjoyed a walk around Bedfont to find the local landmarks that we have been learning about. They spotted the War memorial, Bedfont library, Tesco, Barry's, post boxes and St. Mary's Church.

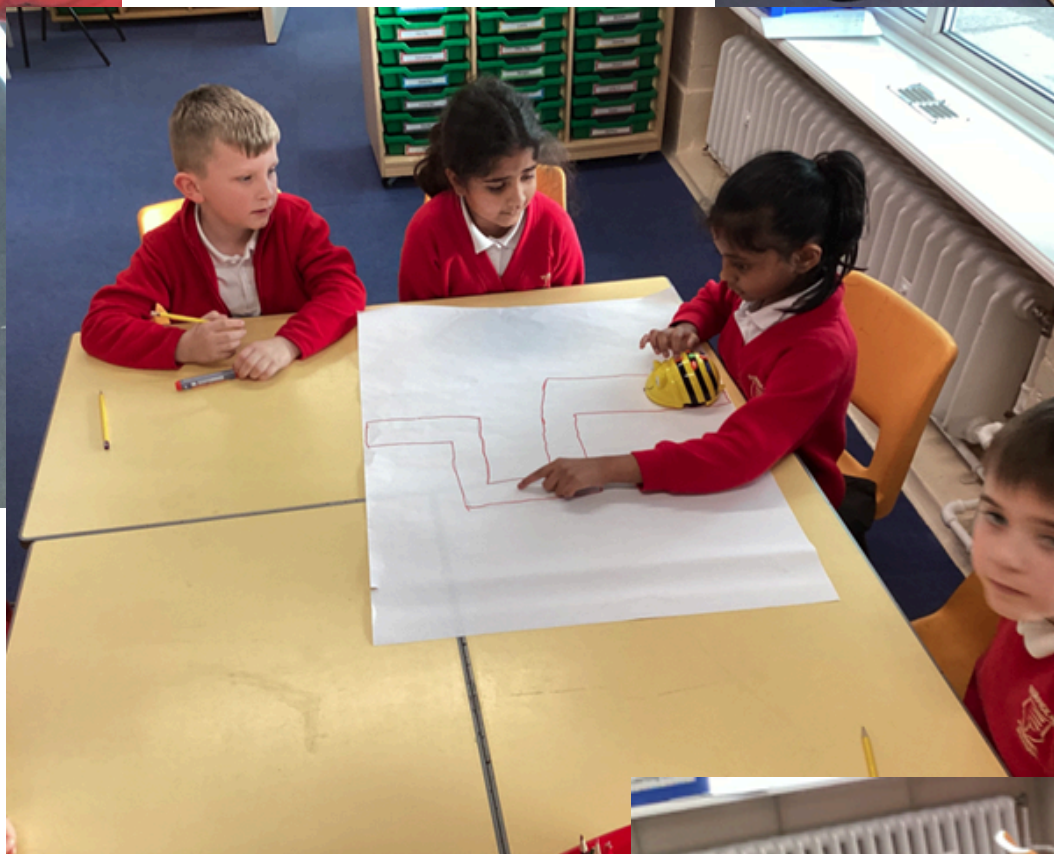




What is happening across our school?

We have had a busy start to the new year in Year 2 and doing lots of fun learning. In History we have been exploring the lives of Queens Elizabeth I, Elizabeth II and Victoria. The children really enjoyed investigating how life was so different 70, 200 and even 500 years ago. In

Computing we are learning how computers use algorithms to give them clear, precise instructions. The children were challenged to use our bee bots to follow simple instructions and follow a path. In DT, we were testing the strength of the following shapes; cylinder, cuboid and triangular prism. We were all shocked that the cylinder was the strongest!

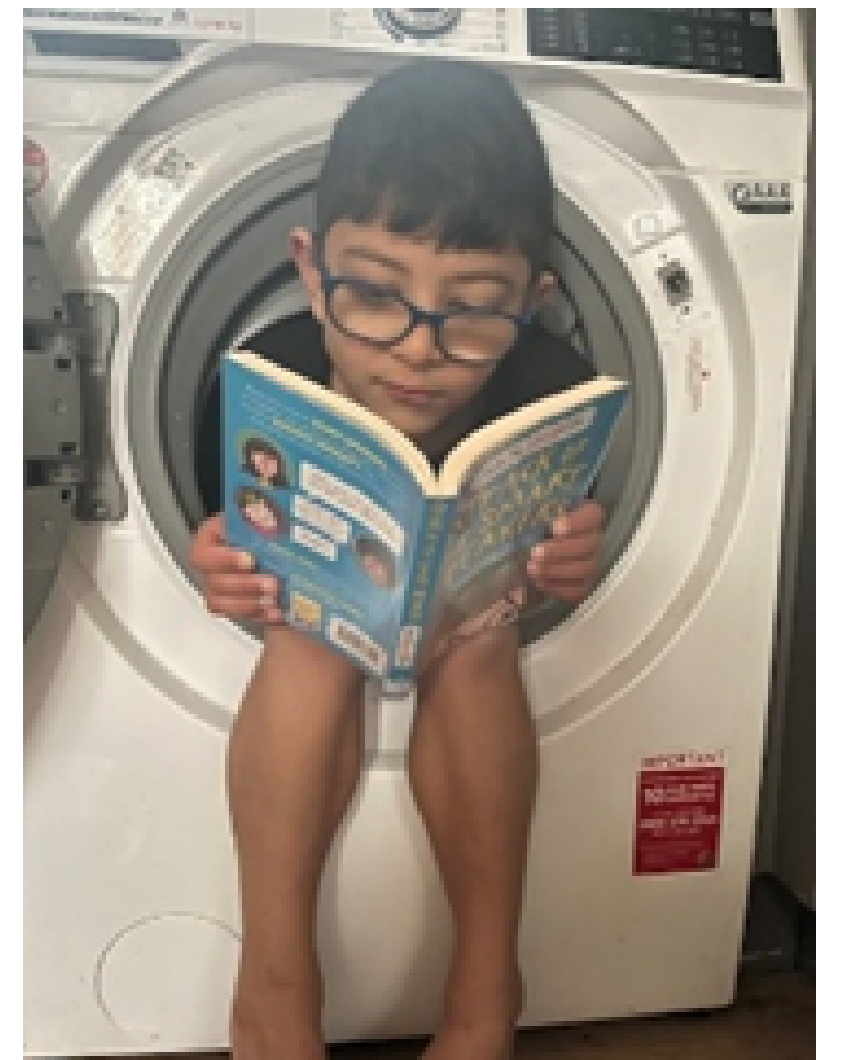
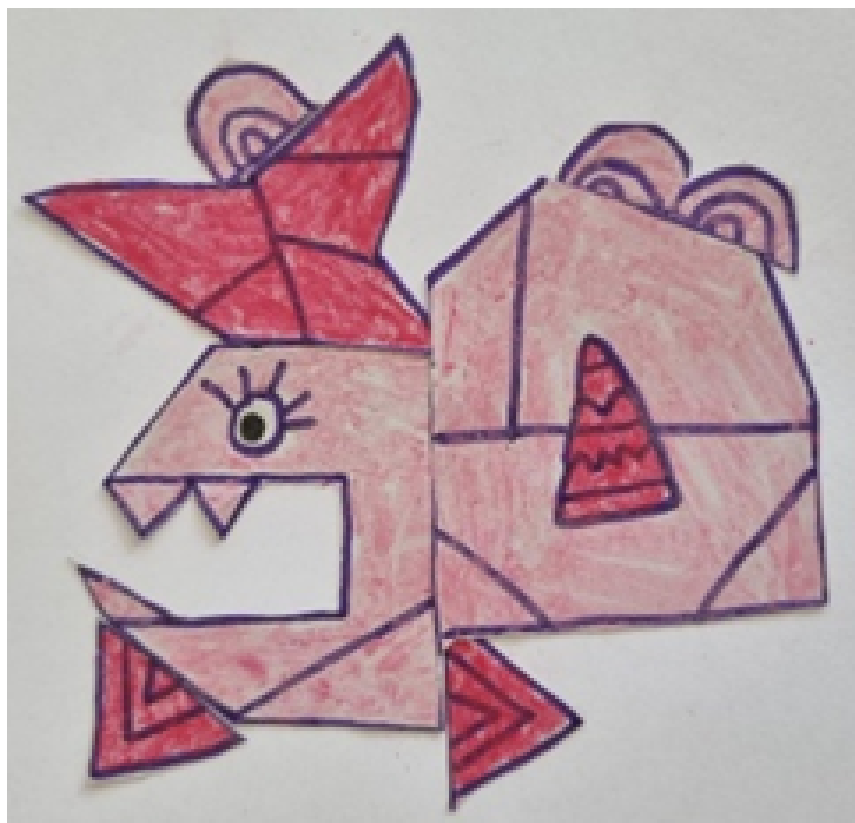




What is happening across our school?

Year 3 have had a fantastic start to the year and have already been busy getting creative! In Art, we've been exploring Cubism and learning about the famous artist Pablo Picasso. The children loved sharing their thoughts and opinions about his unusual and imaginative style, and they were inspired to have a go themselves. They experimented with shapes, colours and different viewpoints to recreate the Cubist look in their own unique artworks. What a brilliant way to begin the year!

Reading has also been happening everywhere in Year 3 as part of our exciting whole school reading competition! It's been wonderful to see such a positive attitude towards reading and a real love of books growing each day



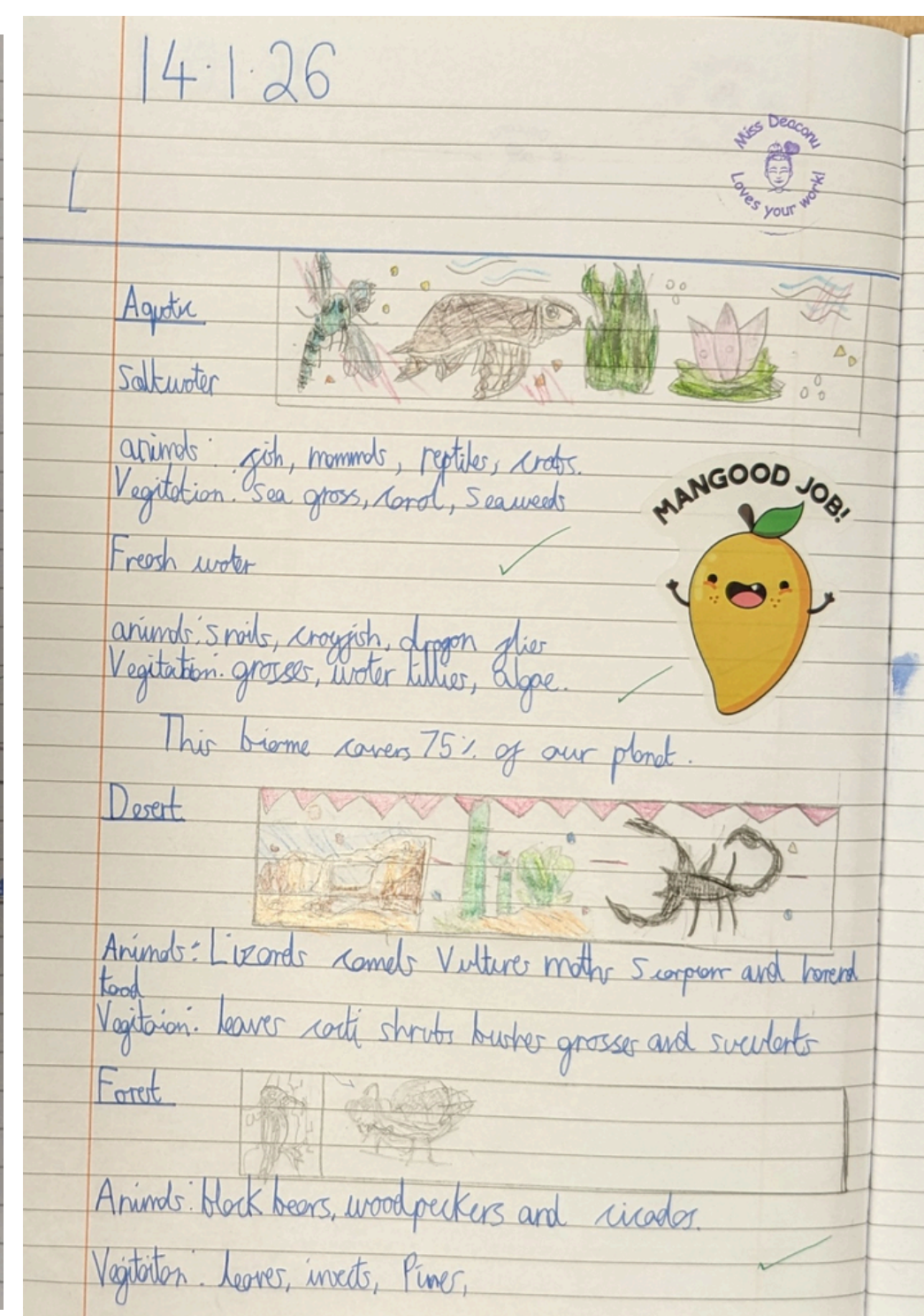
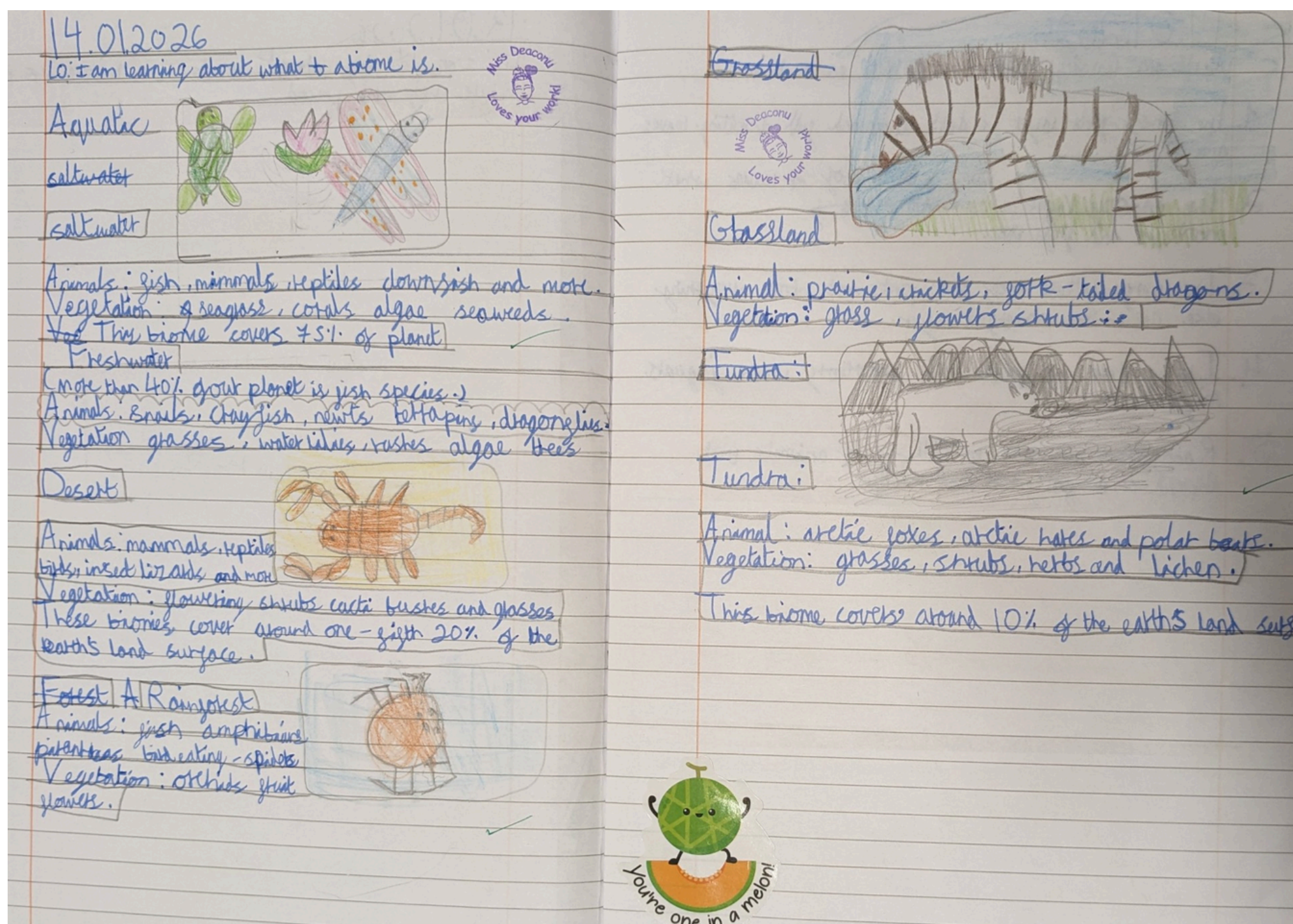


What is happening across our school?

In Geography, Year 4 pupils have been learning about biomes, developing their understanding of the world's major climate zones and the types of plants and animals that live within them. They are exploring how biomes such as rainforests, deserts and tundras are shaped by climate, location and physical geography, while making links between weather, vegetation and human life. This learning has helped pupils build strong geographical vocabulary and a deeper awareness of how diverse environments support life across the planet.

In Science, pupils have been investigating sound, learning how sounds are made, how they travel, and how they are heard. As part of this unit, the children conducted a practical cup and string experiment, which allowed them to explore how vibrations move through different materials. Through hands on investigation and discussion, pupils developed their skills in working scientifically by making predictions, observing results and explaining what they noticed using scientific language.

In Spanish, pupils have made excellent progress in using everyday classroom language. They have confidently learned and applied instructions and classroom objects, enabling them to follow and respond to simple spoken commands. Building on this, pupils are now learning the days of the week and months of the year, developing their pronunciation, listening skills and confidence in speaking Spanish in meaningful contexts.





What is happening across our school?

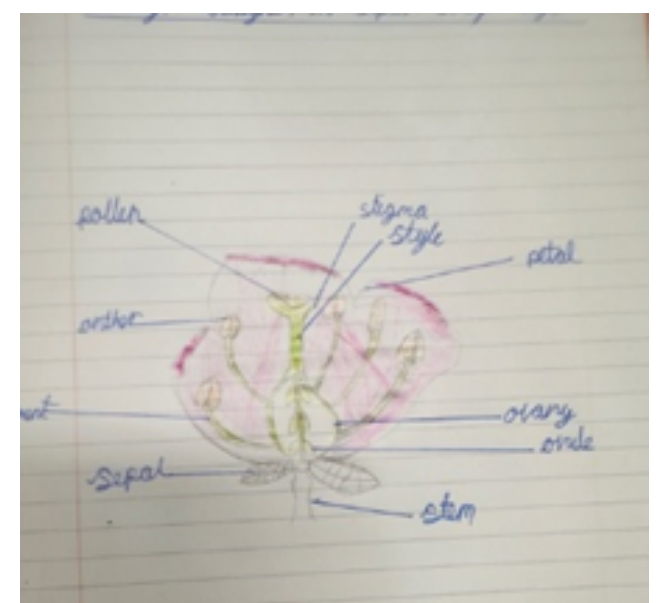
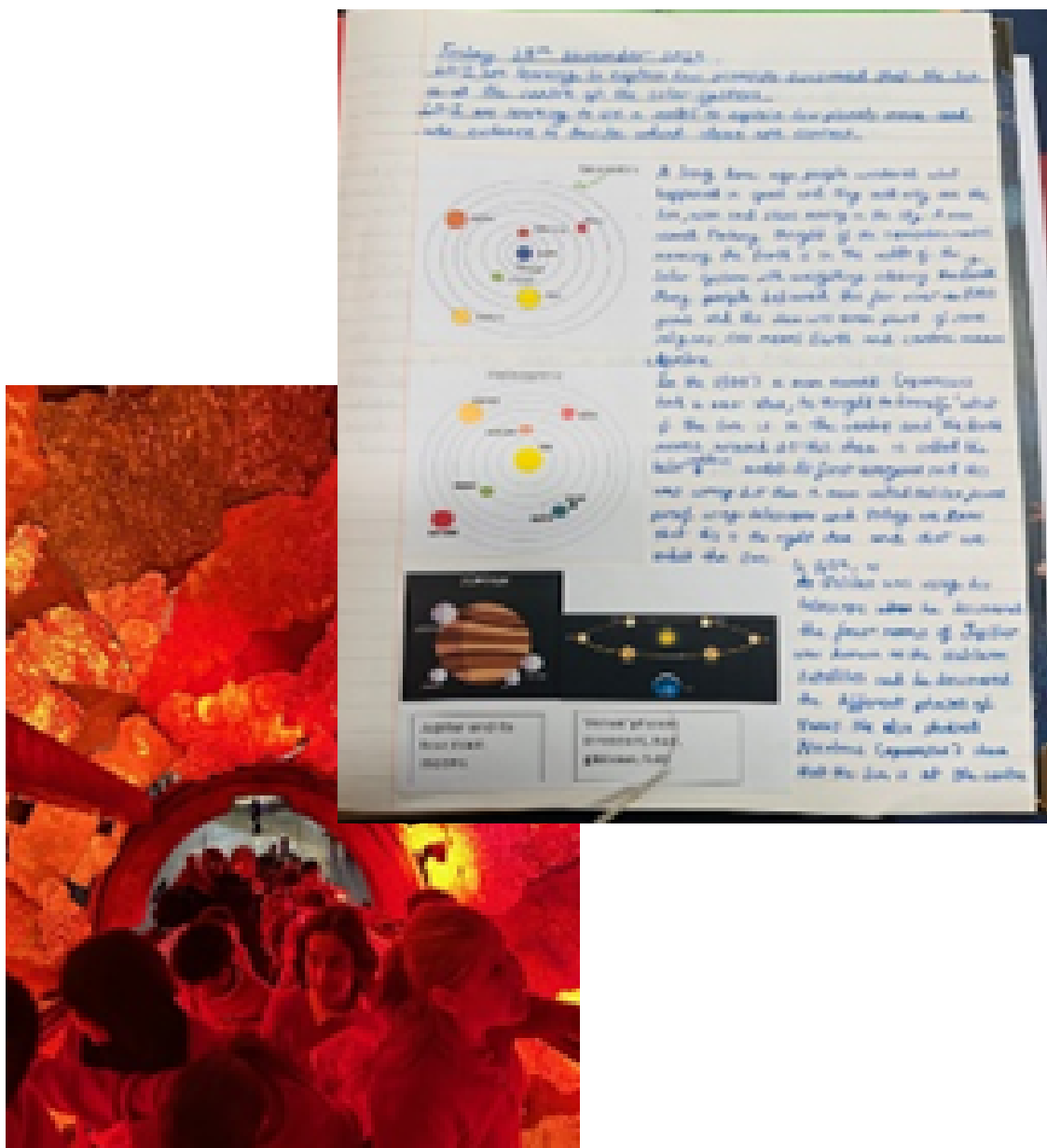
This half term, Year 5 have been learning about Extreme Earth. This exciting topic explores some of the most powerful and amazing natural events on our planet. We have been learning about volcanoes, earthquakes and tsunamis, and how these natural hazards can change the Earth's surface. The children have discovered how the Earth is always moving and changing beneath our feet.

To inspire the children and bring our topic to life, we visited the Natural History Museum. During the visit, the children learned about natural hazards, what causes them and the effects they have on our world. They explored tectonic plates, fault lines, and the differences between active and dormant volcanoes. The children were very enthusiastic and asked thoughtful questions throughout the day.

In English, we have been developing our writing skills by creating our own journey stories. The children focused on characterisation, thinking carefully about how to describe characters' thoughts, feelings and actions to make their stories more engaging.

In Maths, we are working hard on multiplication and division. The children have been practising these skills and applying them to solve a range of word problems, helping them to improve their reasoning and problem-solving abilities.

In Science, we labelled the parts of a flowering plant. This helped them understand the different parts of a plant and their functions. They also used scientific diagrams to explain the life cycle of a plant, learning about pollination, growth, flowering and seed production. This practical learning helped strengthen their observation skills and their ability to explain scientific ideas clearly.





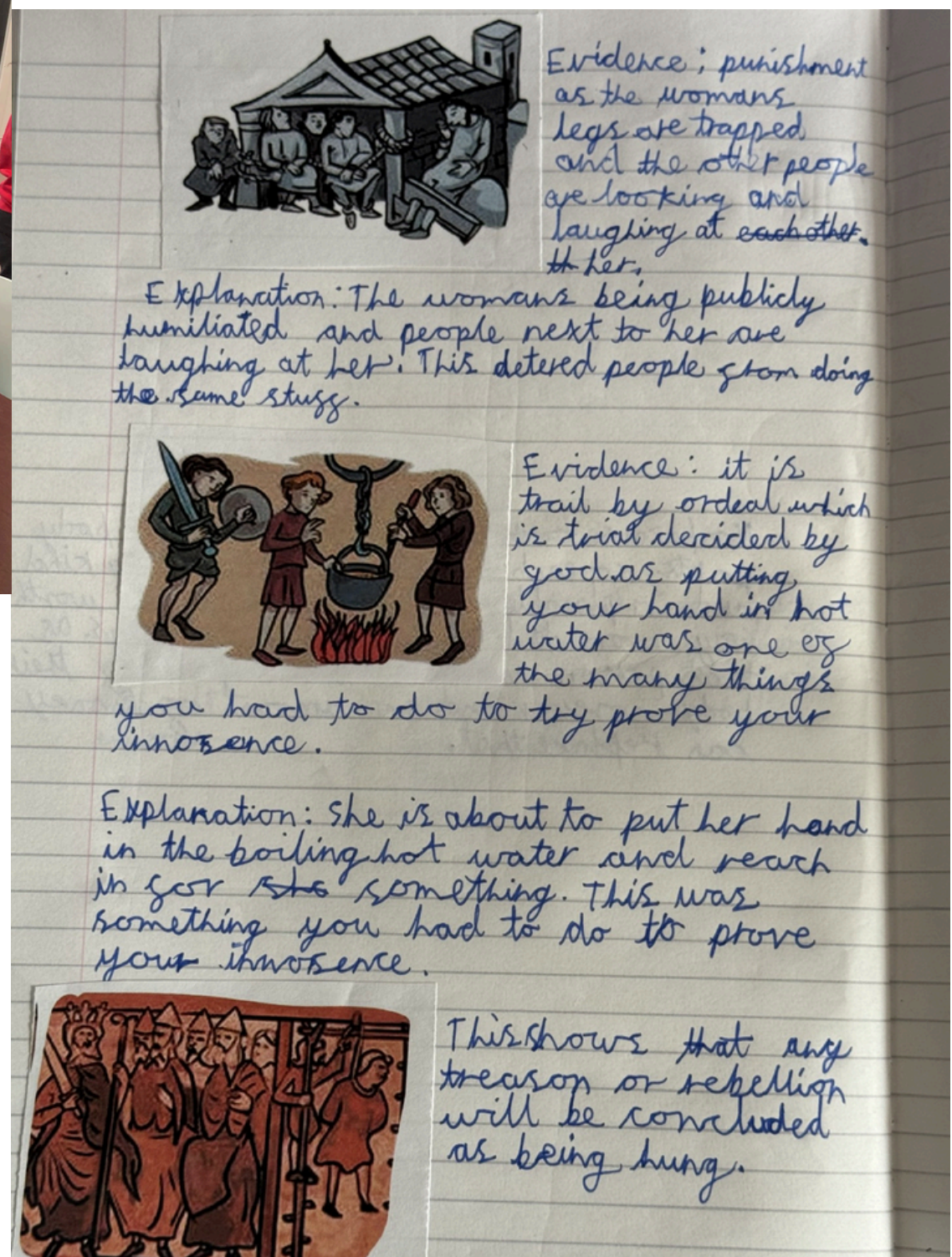
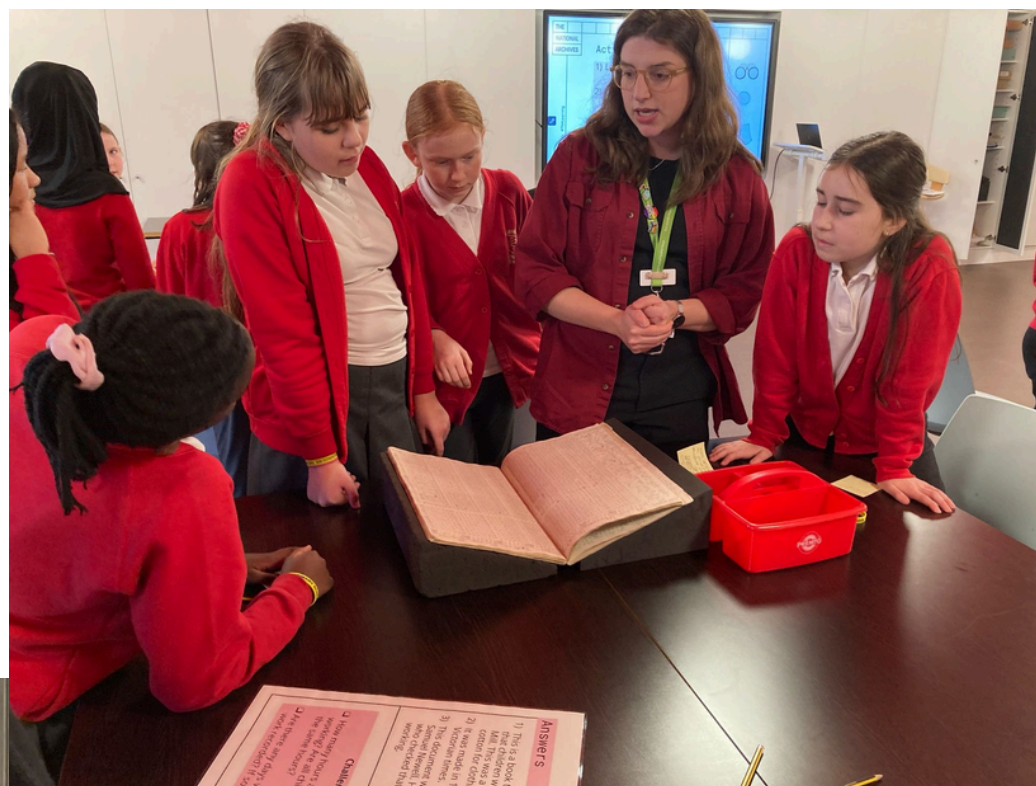
What is happening across our school?

We have had a fabulous start to the new term and year, and Year 6 have certainly wasted no time getting stuck in!

Our new topic, Crime and Punishment, has already taken us on a fascinating journey through time. Wearing our History detective hats, we have been exploring how crime and punishment has changed (and, in some cases, stayed surprisingly similar!) from the Romans right through to the present day. We have also been incredibly lucky to enjoy two fantastic trips. Our visit to the Houses of Parliament was a real highlight, where the children toured the building, watched a live debate in the House of Lords, and took part in a workshop learning all about how a law is made. It was a brilliant opportunity to see democracy in action.

This was closely followed by a trip to the National Archives in Kew, where the children took part in two workshops. They explored what History really is, developed key historian skills, and investigated a real-life case study examining the punishment given to a young Victorian boy – a memorable (and slightly shocking!) insight into the past.

In literacy, we are currently writing suspense stories, and they are scarily good – some may even raise a few goosebumps at home! In music, the children have begun an exciting new project that combines music and computing skills, and they are already learning how to create their own songs. And to think... all of this has happened in just over three weeks back! We are incredibly proud of the enthusiasm, maturity and effort the children have shown – a brilliant start to the term.





What is happening across our school?

👁️ OracyMatters

Did you know.....?

Employers are now rating communication skills as their highest priority, above even qualifications! The ability to express ideas is more important than ever before, which is why we are prioritising oracy at Fairholme by developing more opportunities for our children to communicate in different ways and understand which communication skills are most appropriate for which situation.

Can you help your children by trying out our Talking Point. An idea or topic to start reciprocal (back and forth) conversations with your children.

🤔 Talking Point

Question: If you had the ability to travel in time would you rather live in the past or would you rather live in the future?

Sentence stem: I think that I would prefer to live.....

Question: Why did you choose this?

Sentence stem: This would be my preference because.....

Question: If you travelled into the past, is there anyone that you would like to meet? Why?

If you travelled to the future, what do you think schools of the future might look like?

SUPPORTING CHILDREN'S MENTAL HEALTH

10 Conversation Starters for Parents

Talking about mental health to children is sometimes hard. To the point that we can put off raising the subject, not wanting to unearth problems or raise overwhelming subjects that we perceive our child is too young or not ready for. But rather than keeping children in the dark, this guide is designed to help you confidently talk about mental health, so they feel comfortable talking about their own worries and end any stigma before it begins.



National
Online
Safety®

#WakeUpWednesday

1 LISTEN

This sounds obvious, but it is not something we are always great at. Active listening is where we listen without interrupting or making judgements and shows interest in what is being said. If your child feels listened to in the 'smallest of problems' they will become confident that you will listen when the 'biggest of problems' arise.

2 ASK TWICE

The campaign from time to change is great. <https://www.time-to-change.org.uk/support-ask-twice-campaign>. Be tenacious about your child's wellbeing. Children instinctively know when your questions and support come from a place of wanting to help and care.

Are you sure?

3 THERE IS NO SUCH THING AS A STUPID QUESTION

This advice also relates to the first point. If your child can ask you any questions about the smallest of things and you listen and answer without shaming or belittling, then they will have more confidence to ask the biggest of questions.

4 BE OPEN AND HONEST

Children appreciate honesty, particularly if you are having to share information or talk about a difficult subject. For example, you may be talking about death or loss; 'It's very sad that Nana has died' or 'I feel sad that Nana has died'. How you talk about a subject will differ depending on their age and developmental maturity. Talking about death to a younger child for example will be different to that of an older teen, as their experience and understanding of death is different.

5 KNOW WHEN TO SEEK HELP

Assess the severity of the mental health difficulty you are noticing. Is the difficulty making it hard for your child to function regularly throughout everyday life? How frequently is your child affected, how long does it last and how persistent is it? Are they having problems controlling the difficulty? Talk to your child about your concerns and that it is likely they will need further support beyond family and friends.

6 TALK ABOUT MENTAL HEALTH NATURALLY

Speak about mental health as part of everyday life, so that talking about our feelings and those of others is normalised. If the usual 'are you ok?' is not creating an opportunity for dialogue then say something like 'I know when something like that has happened to me I felt like this... is that how you are feeling or are you feeling something else?'

7 EMPATHISE

'It makes sense that you would feel this way, it is understandable'. Children often worry about things that we, as adults, might see as trivial or silly. However, for them at their age and stage it is a big concern and they need our kindness and care when they show their vulnerability and share their worries.

8 HELP YOUR CHILD FEEL SAFE

Teens particularly feel that by talking about their worries or concerns that this will make things worse. Reassure your child that you will discuss a plan of action together and what may or may not need to happen next. If they are a younger child, it is likely you will need to lead the conversation and explain next steps.

9 MIND YOUR LANGUAGE

Be mindful of the language you use at home to describe and talk about mental health. Stigma often arises from misconceptions and a choice of language which is harmful. Using the word 'mental', 'man-up' or other such words in a derogatory way won't encourage your child to talk about their mental health for fear of being belittled.

10 IT IS OK TO SAY 'I DON'T KNOW WHAT TO DO NEXT'

Adults do not have all the answers but often children think they do. It is ok to acknowledge that what your child is experiencing is not something you have come across before or know anything about, but that you will work it out together and seek help together.

Meet our expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school, integrating mental wellbeing within the curriculum, school culture and systems. She is also a member of the advisory group for the Department of Education, advising them on their mental health green paper.



Sources of Information and Support

Your GP

Young Minds <https://youngminds.org.uk/v>

<https://www.nhs.uk/conditions/stress-anxiety-depression/>

<https://www.actionforchildren.org.uk/news-and-blogs/parenting-tips/2016/november/a-simple-guide-to-active-listening-for-parents/>

<https://www.themix.org.uk/mental-health>



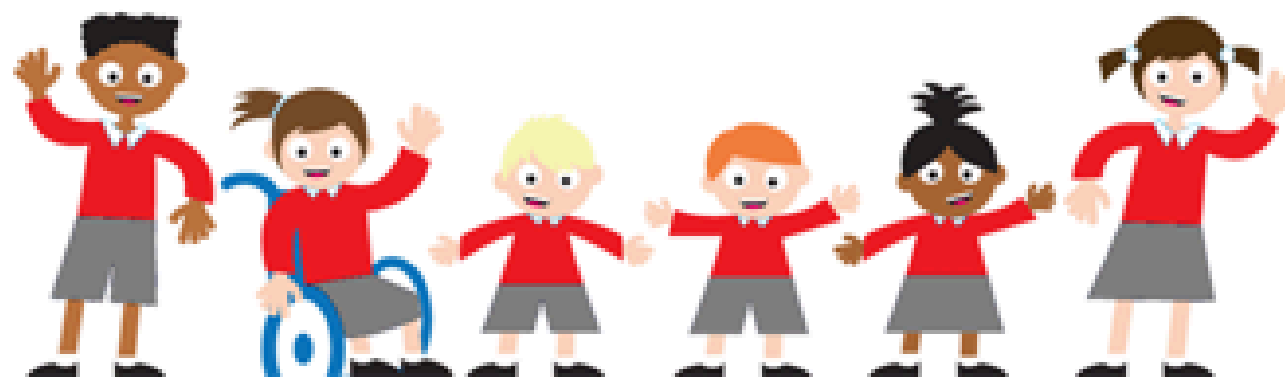
School Uniform Sale

at

Fairholme Primary School

All Items £1
Correct Change only!

Thursdays 2.45-3.15pm
At the Key stage 2 Hall





STAR-CAT

Supporting pARents and their autistic Children
through Anxiety Treatment



Your school's Mental Health Support Team (MHST) are currently taking part in a national research study to test treatments for anxiety problems in autistic children.

The research study is comparing a new online, therapist-supported intervention to the MHST's usual treatment for anxiety problems in autistic (or likely autistic) children.

Autistic children (with and without a diagnosis) who are experiencing difficulties with anxiety may be eligible to take part in this national study.

Please contact your MHST (in your usual way) to find out more information or to discuss if a child is suitable to receive treatment.

General information can be
found on the STAR-CAT website:
osiresearch.org.uk/star-cat



Our school's Mental Health Support Team (MHST) is taking part in a national research study called STAR-CAT, which is exploring ways to support autistic (or likely autistic) children who are experiencing anxiety. The study compares a new online, therapist-supported intervention with the MHST's usual support for anxiety. Some children, with or without a formal autism diagnosis, may be eligible to take part. Due to the age of the children, this support is parent-led and requires a commitment from parents to take part in the programme. For more information, please speak to your child's class teacher or Mr Doyle.



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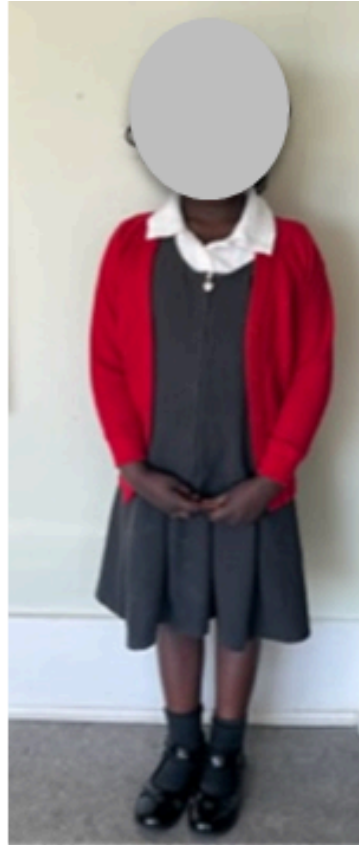




Daily uniform list

- Plain white polo shirt with collar
- Plain red sweatshirt or cardigan, with or without the school logo (no hoods or other markings)
- Grey school trousers, shorts, skirt or pinafore dress (not sports/PE shorts)
- Red and white checked summer dress (including culottes style)
- Plain grey, white or red socks or tights
- Black shoes (not trainers or boots); in summer, smart black or white sandals may also be worn
- Simple hair accessories should be black, grey, red or white
- Plain black, grey, red or white hijabs, patkas or turbans

Nursery children are required to wear the white polo shirt and red sweatshirt or cardigan



PE kit list to be worn only on days when your child has PE lessons

- Plain red round-neck t-shirt (no collar or logos)
- Plain black jogging bottoms, plain black leggings or plain black loose shorts (not cycling/tight shorts)
- Plain red sweatshirt or cardigan, with or without the school logo (no hoods or other markings)
- Comfortable trainers with good grip or black plimsolls (no studs or 'heelies')



School shoes

All children should wear comfortable plain black school shoes. Trainers are only permitted on PE days. Some examples of suitable school shoes include:

