



# HB newsletter: Spring 2 Wk 5



Harper Bell  
Seventh-day Adventist  
Primary School

## Headteacher End of Term Message

As we reach the end of this term, I would like to thank all parents, carers, staff and pupils for the strong level of engagement, commitment and support shown across the school community. Since December, we have worked with pace, clarity and purpose to strengthen teaching, learning and the wider culture of the school. It has been extremely encouraging to see governors and external visitors leave the school with a very positive impression of how rapidly improvements have been secured and how strongly the school is moving forward.

We are proud of the calm, purposeful learning environment that is now evident across classrooms and of the collective commitment to high expectations, strong routines and improving outcomes for all pupils. This progress has only been possible because of the partnership between home and school, and I thank you for the continued encouragement you provide to your children each day.

As we move into the summer term, I would like to encourage all parents to continue supporting pupils with completing home learning and engaging fully with school activities. Regular practice, reading and consolidation of learning makes a significant difference to pupils' confidence, attainment and long-term academic success.

Thank you once again for your continued support and partnership. Together, we are building a school community where expectations are high, progress is strong and every child is encouraged to flourish.

Mrs Sidhu

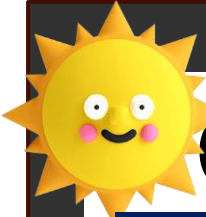
Statutory assessments reminder for parents:

- **Year 6 SATs (Year 6):** Monday 11 May - Thursday 14 May 2026
- **Multiplication Tables Check (Year 4):** from Monday 1 June 2026
- **Phonics Screening Check (Year 1):** week beginning Monday 8 June 2026
- **EYFS GLD assessment (Reception):** completed between April and June 2026

These milestones are important, not only for measuring attainment, but for ensuring pupils are well prepared for the next stage of their education and equipped with the knowledge, skills and character needed for future success.

"Let's help the children be the best they can be"





# Curriculum in action: Reception



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**1 2**  
**3 4** **Maths:** . We have been looking at spotting odd and even amounts this week. We have used objects to find out if an amount is odd or even and have recorded our findings.

**Writing:** We have continued to practise applying our digraphs in our writing and focused on using tricky words and spelling longer words such as, singing, longer etc.

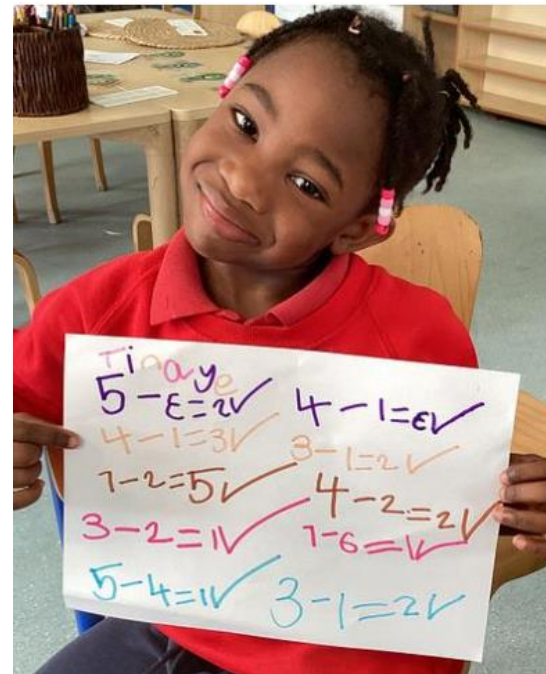
**Reading:** We have been reading parables from the Bible and enjoyed learning the Easter story.

**History:** Understanding that events from the past such as the Easter story, happened a long time ago.

**Expressive Arts:** Singing for our Easter assembly and dancing.

**RE:** Easter and worship time. We were focusing on purpose at school to love, learn and share laughter.

**PE:** We have been practising dance this term and have really enjoyed 'canon' movement. Joining actions together to create a dance piece to rhymes, such as wheels on the bus.





# Curriculum in action: Year 1



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1 2  
3 4

**Maths:** We have consolidated our learning this term and have looked at subtraction and addition again. We used challenge cards and completed tests to help us with our number knowledge.



**Writing:** We wrote a missing poster about our character Rusty the dog.



**Reading:** We have enjoyed reading for pleasure and have now got our new home reader books that we will take home every Wednesday.



**Science:** We have consolidated our knowledge about comparing animals, and recapped terms such as carnivores, herbivores and omnivores.



**History:** We have looked at the history of toys, focused on living memory and how our grandparents had the same or different toys compared to us.



**Art:** We created Easter hats and used the Christian symbol of the crucifix. We used tools effectively to achieve this, such as cutting correctly and colouring in a presentable way.



**RE:** We have recapped our learning about why Christians pray. We have focused on parables from the Bible and enjoyed learning about the Easter Story.

PE: We have been practising dance this term and have really enjoyed 'canon' movement. Joining actions together to create a dance piece to rhymes, such as wheels on the bus.





# Curriculum in action: Year 2



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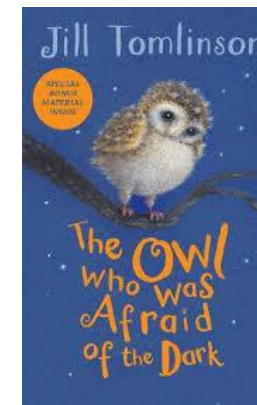
**1 2**  
**3 4** **Maths:** Maths this week has mostly been filled by our end of term assessments. The children all completed an arithmetic and a reasoning paper- both papers were challenging but the children ALL did really well.

**Writing:** This week in writing we have focused on persuasive and impactful letter writing. The children have tried to add new vocabulary to their independent work.

**Reading:** This week we have been reading 'The Day the Crayons Quit'. We have also been reading The owl who was afraid of the dark as our class choice story.

**Science:** This week we have been observing how the worms behaved

**History:** This week Year 2 have looked at the amazing achievements of Bessie Coleman



Hey DUNCAN,  
It's me, RED Crayon. WE NEED to talk.  
You make me work harder than  
any of your other crayons.  
All year long I near myself out  
colouring FIRE ENGINES, APPLES,  
strawberries and EVERYTHING  
ELSE that's RED. Holidays!  
I even work on HOLIDAYS!  
I have to colour all the SANTAS  
at CHRISTMAS and ALL the  
HEARTS on VALENTINE'S day!  
I NEED A REST!  
Your overworked friend,  
RED Crayon



# Curriculum in action: Year 3



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★ Year 3 have had a wonderful learning-filled week!

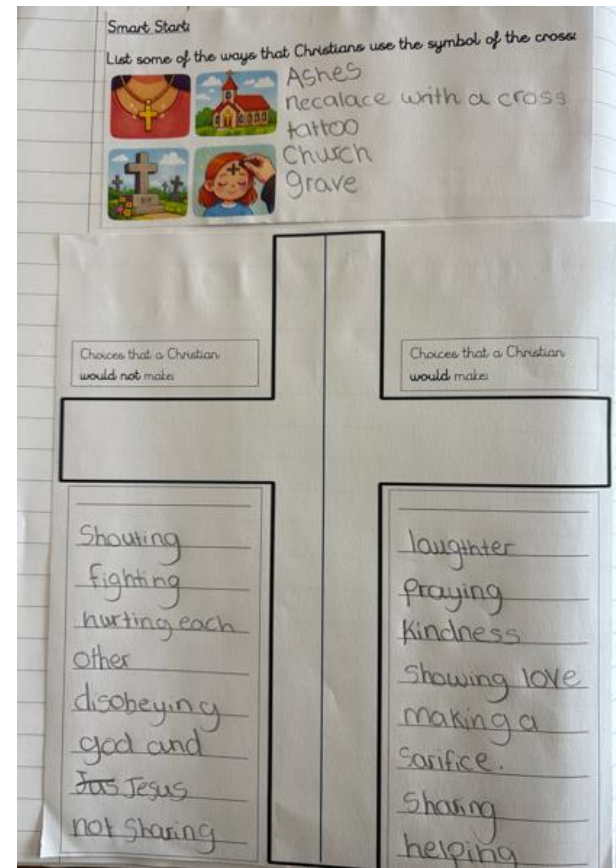
**1 2 3 4** **Maths:** This week, the children have been building on their understanding of fractions, enjoying a range of reasoning and problem-solving activities to deepen their learning.

**Writing:** The children have worked incredibly hard to write their final stories based on *The Three Little Pigs*, each adding their own imaginative and creative twist!

**Science:** In Science, the children explored how shadows change throughout the day, learning how this is linked to the position of the sun.

**Art:** The children have continued developing their Ancient Egyptian scrolls, creating detailed sketches and beginning to bring them to life with paint.

**RE:** In RE, the children have been thinking carefully about the choices Christians might make, exploring this as part of their learning about sacrifice.





# Curriculum in action: Year 4



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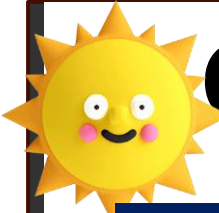
**1 2**  
**3 4** **Maths:** The children have been continuing to develop their fractions knowledge. They have been working on equivalent fractions.

**Writing:** Year 4 have finished drafting their own version of Maya Angelou's poem 'still I rise'. Their poems focus on bullying and have a mixture of incredible metaphors, similes and emotion.

**History:** This week, we have been researching why Lord Shaftesbury is seen as a 'historical figure'. The children have found all of the work he did fascinating. We even had a visit from him later in the day!

**Art:** After spending all half term inventing their own biscuit based on their own opinions of biscuits you can get in the shop, the children finally got to create their own, and they looked delicious!





# Curriculum in action: Year 5



**1 2 3 4** Maths: We have continued to build our understanding of what a percentage is.


**Writing:** We have explored descriptive devices to put a clear image in the readers' head.

**Reading:** We have continued to develop retrieval and inference skills.

**Science:** We have continued to study and compare the lifecycles of different creatures.


**DT:** We have begun to practise sewing techniques.

LO: To know, write effective sentences for our story.



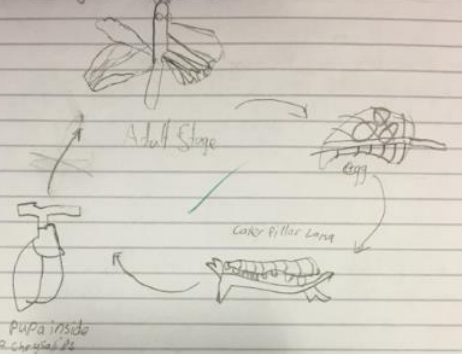
Beautiful Amazing rare  
Bright heartwarming lovely  
Shiny Vintage

The shop was a cave of wonders.  
The shop was so looked very rare.  
The shop was bright with colours.  
The shop was very heartwarming and cosy.  
The shop was so very beautiful.

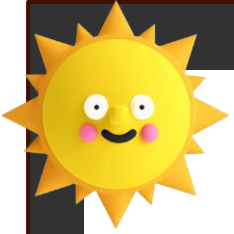


Dust lamps Bottles  
Stuffed animals ornaments  
Books Statues

LO: To describe the life cycle of an insect and compare it with that of an amphibian.



- Egg: the insect begins life as an egg, often laid in a location suitable for the next stage, like on a leaf.
- Larva: the larva looks very different from the adult. It eats and grows, molting (shedding its skin) several times until it is large enough for the next stage.
- Pupa: the transformation stage where the insect develops inside a protective, casing (chrysalis or cocoon) and undergoes metamorphosis. Some insects do not metamorphose in a protective casing but instead burrow underground (some beetles) or are protected in a nest (bees and wasps).



# Curriculum in action: Year 6



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## Maths: .

We have been learning how to calculate volume and solve problems involving volume. We have also explored how to calculate the area of any triangle.

## Writing:

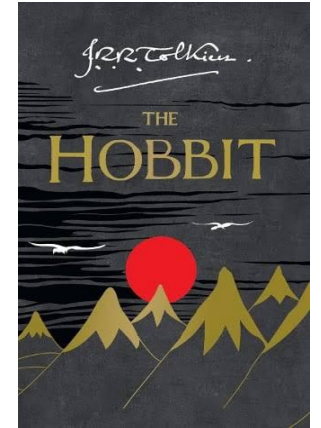
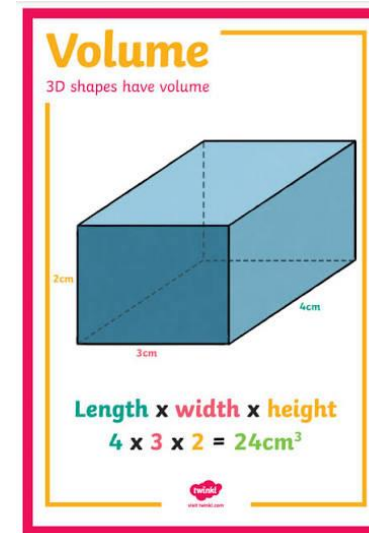
The children enjoyed creating their own characters for a story (inspired by JRR Tolkien's description of the Hobbit). They wrote detailed character descriptions using a range of punctuation.

## Reading:

## Science:

This week the children created fact files about the 4 different categories in the plant kingdom (conifers, flowering plants, mosses and ferns).

PE: This week, the children devised their own dances inspired by the musical 'West Side Story.'





## Spiritual thought for the week...



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This week, our school community has been focusing on the theme of **love**. Through our lessons and activities, the children have explored what it means to show kindness, care and compassion to others. We have talked about how love can be shown in simple everyday actions—helping a friend, using kind words and being patient and understanding.

The children have also reflected on how we can make our school a happy and supportive place for everyone. It has been wonderful to see pupils demonstrating respect, empathy and friendship throughout the week.

We encourage families to continue these conversations at home, celebrating the many ways we can all show love in our daily lives.

**“Let all that you do be done in love.” - 1 Corinthians 16:14**







# School Menu...



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Primary School

WEEK ONE

## DINE

Main

Vegetarian

Sides

## DINE



Homemade Veg  
Cheeseburger

Plant Based  
Spaghetti  
Bolognaise

Salad or Broccoli

Oaty Biscuit



Veggie Paella

Vegetable Pitta  
Pocket

Sweetcorn and  
Peppers

Jam & Coconut  
Sponge and  
Custard



Mac 'n' Cheese

Roasted Root Veg  
Wellington

Roasties and  
Broccoli

Chocolate  
Brownie



Vegetable Fingers

Cheese & Tomato  
Pinwheel

Green Beans

Carrot Cake



Cheese & Tomato  
Pizza

Veggie Pizza

Chips and Beans

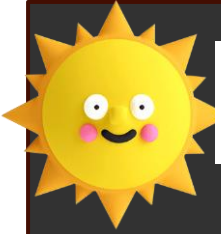
Ice Cream

Jacket Potato with choice of topping

WEEK COMMENCING:  
13/04, 04/05, 25/05, 15/06, 06/07,  
27/07, 07/09, 28/09, 19/10

Fresh Bread and Salad is available daily with a choice of Yoghurt,  
Mousse, Jelly or Fruit instead of dessert

MIQUILL



# School Menu...



## Harper Bell

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WEEK TWO

### DINE

Main

**All Day Brunch**  
With Veggie Sausage

**Italian Bruschetta**  
With Mash

**Falafel Pitta**

**Vegetable Chow Mein**

**Cheese & Tomato Pizza**

Vegetarian

**Five Bean Chilli**  
With Rice

**Cheese & Potato Pie**

**Stew & Dumplings**

**Veggie Pasta Bolognaise**  
With Garlic slice

**Veggie Pizza**

Sides

Peas or Beans

Broccoli or Beans

Roasties and Carrots

Cauliflower or Peppers

Chips and Peas

### DINE

**Jacket Potato with choice of topping**



**Fruity Flapjack**

**Chocolate Crunch**

**Fresh Fruit Salad**

**Rainbow Cookie**

**Ice Cream**

WEEK COMMENCING:  
20/04, 11/05, 01/06, 22/06, 13/07,  
24/08, 14/09, 05/10

Fresh Bread and Salad is available daily with a choice of Yoghurt, Mousse, Jelly or Fruit instead of dessert





# School Menu...



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Primary School

WEEK THREE

**DINE**

Main

Vegetarian

Sides

**DINE**



Cauliflower Cheese  
Pasta Bake

Herby Tomato  
Pasta Bake

Garlic Slice and  
Green Salad

Apple Flapjack



Vegan Mince  
Lasagne

Vegetable Curry  
With Rice

Carrots and  
Sweetcorn

Peach Upside  
Down Cake and  
Custard



Roast Vegetable  
Sausages

Veggie Sheperds  
Pie

Roasties, Peas and  
Gravy

Summer Fruit &  
Yogurt Crunch



Mac 'n' Cheese

Cheese & Tomato  
Pinwheel

Broccoli and  
Carrots

Chocolate Sponge  
& Custard



Cheese & Tomato  
Pizza

Veggie Pizza

Chips and Beans

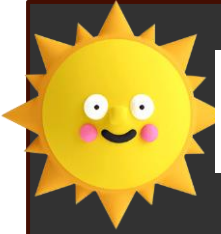
Ginger Cookie

Jacket Potato with choice of topping

WEEK COMMENCING:  
27/04, 18/05, 08/06, 29/06, 20/07,  
31/08, 21/09, 12/10

Fresh Bread and Salad is available daily with a choice of Yoghurt,  
Mousse, Jelly or Fruit instead of dessert

MIQUILL



# School Menu...

## THE BIG GREEN LUNCH

22<sup>nd</sup> April

### Mains

Creamy Mac & Greens  
Sweet Pepper Rainbow Fajitas

### Sides

Roast Carrot Chips  
Big Green Salad Bowl

### Dessert

Carrot Traybake



**DINE**  
WITH WISDOM



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## A Special Shout Out...

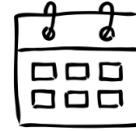
On Monday 23rd March, three enthusiastic readers (plus Mr Baker) made a visit to the Edgbaston Manor Care home, a short distance from school, to engage in some book related activities. Inspired by some covers of Roald Dahl books, the pupils and some of the residents created their own book covers and wrote the first few lines of their books. Sybil, one of the residents, also read some pages to everyone from George's Marvellous Medicine in a very expressive manner. The children, Melanie, Alanna and Anne, also enjoyed talking to members of staff and some of the residents.

This is the third such visit this school year to our friends at Edgbaston Manor, who are already looking forward to our next visit.





# Dates for your diary



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30/3/2026 to 10/4/2026 Easter Break

21/4/2026 to the 28/4/26: Scholastic Book Fair in school.

22/4/2026: Earth day

6/5/2026: Meet the author - Iqbal Hussain Y5 and Y6

7/5/2026: Election day

11/5/2026 to 14/5/2026: KS2 SATs Week

18/5/2026: Phonic assessments

Whole school reading Café workshops coming soon for parents and children – more details to be provided soon

TouchBase Pears  
sense

NHS  
Birmingham  
Community Healthcare  
NHS Foundation Trust

1st April 2026  
10.00 - 14.30

Touchbase Pears  
Bristol Road, Selly Oak, B29 6NA

## Neurodevelopmental Pathway Information Day



Supporting families on the NDP pathway  
(Autism Pathway)

Get advice and find out  
about support available  
whilst waiting



### Advice and Resources

Find out what support is available to you and your child while you wait.

### Understand the Assessment Process

Come and talk to professionals involved in assessments

### Expert Advice

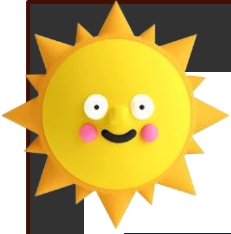
Meet professionals in Autism and get expert advice

### Where to get support

Access to a number of service providers across Birmingham



Best Care  
Healthy Communities



# Attendance Page



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## LOVE, LEARNING AND LAUGHTER ATTEND!

Good attendance means...

...being in school for at least 97% of the time – between 185 to 190 days!

REMEMBER

You've got to be in, to win!

365 days in a calendar year	0 days absent	5 days absent	10 days absent	15 days absent	20 days absent	25 days absent
	In school for 180 days each year.	In school for 185 days each year.	In school for 175 days each year.	In school for 170 days each year.	In school for 170 days each year.	In school for 185 days each year.
	100% Attendance!	97% Attendance!	94% Attendance!	89% Attendance!	88% Attendance!	86% Attendance!

Good attendance = best chance of success! "Well done!"

Poor attendance = less chance of success! "I'm worried!"

Persistently poor attendance = damages education "I'm seriously concerned!"



Last week: 84%

This week: 96%