



HB newsletter: Summer 1 Wk 6



Harper Bell
Seventh-day Adventist
Primary School

Dear Parents and Carers,

As we come to the end of another successful half term, I would like to thank our children, staff and families for all of their hard work, support and enthusiasm. It has been a busy and rewarding few weeks and I am incredibly proud of everything our school community has achieved together.

A particular highlight was our International Day celebration. It was wonderful to see our school and wider community come together to celebrate the many cultures, traditions and backgrounds that make our school such a special place. The children thoroughly enjoyed sharing experiences, learning from one another and embracing the diversity that strengthens our community.

As we break for half term, I hope you all have a safe, restful and enjoyable holiday with your families and friends.

We look forward to welcoming everyone back for another exciting half term filled with even more love, learning and laughter.

Kind regards,
Mrs Susan Sidhu





Highlights from International week.

Spanish dancing, French nursery rhymes, Bengali songs, Bhangra dancing, international art.



Facts about Ghana.
Ghana is in the continent of Africa and has many villages. Ghana has 34 million people and is very crowded.



Welcome!

Highlights from International week.



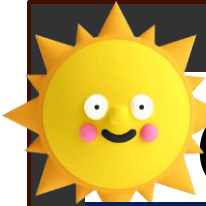
Our
International
fashion
show!



Welcome!

Highlights from International week.





Curriculum in action: Reception

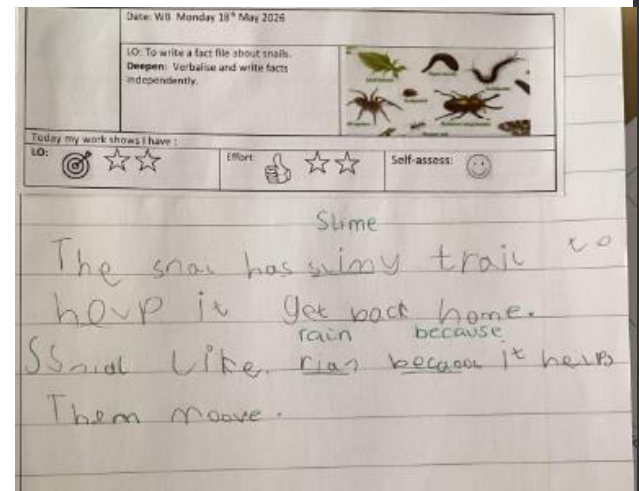
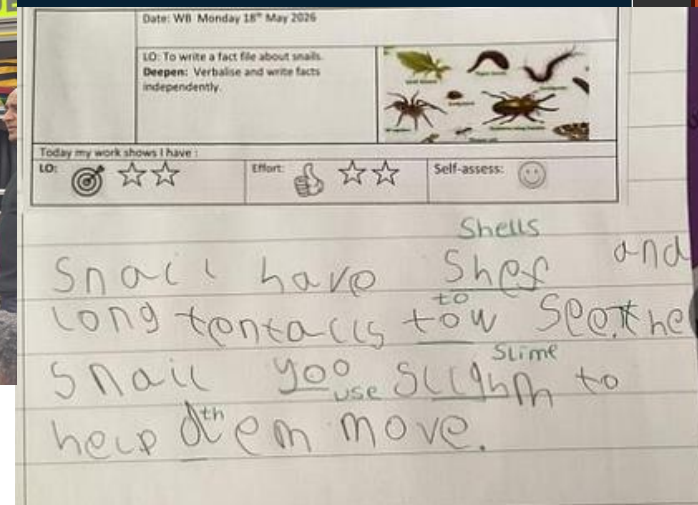
12 34 Maths: We have been recapping all our number knowledge this wee, consolidating doubling, number bonds to 10, 1 more and 1 less and solving addition and subtraction problems.

Writing: We have focused on a nonfiction book called 'Snails'. We retained and wrote facts about snails.

Science: We met with the PDSA pet charity and learnt lots about how to take care of our pets. We also released our beautiful butterflies into our garden area where they were very happy and flew away! We have nurtured our garden plants by watering them and understand how to care for living things.

Art: We created Chinese fans as part of our international week celebrations. We enjoyed singing songs from around the world, dancing to salsa and Arabic music and learning facts from different cultures.

We really loved meeting the High Gate fire fighters and learnt so much about fire services and different parts of the fire engine, such as the hose, ladder, water tank and tools.





Curriculum in action: Year 1



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🔢 Maths: We have continued to learn about fractions, directions, such as right and left, forward and backwards. We played fun games as part of National numeracy day.

📄 Writing: We wrote facts about Ghana, as it was part of the story setting. We learnt many facts about it and also about many countries from around the world, due to international week.

🌍 Geography: We compared the UK with Shanghai and learnt about landmarks such as the Pearl TV tower and the Yangtze river. We also created Chinese fans for international week.

💡 Science: We continued to nurture our radish plants and completed our end of unit test, an introduction on plants, which helped

🕯️ RE:
We created Chinese fans as part of our international week celebrations. We enjoyed singing songs from around the world, dancing to salsa and Arabic music and learning facts from diverse cultures from around the world.





Curriculum in action: Year 2



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Maths: This week we have been looking at Statistics in maths, specifically tallying and pictograms. Despite limited prior knowledge on this they have grasped the concept amazingly!

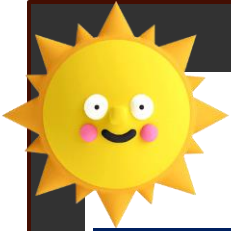
Writing: This week Y2 have been looking at non-chronological reports. This is an area the children previously struggled with, however, it is clear that their understanding has already widened. Their focus this time is Cheetahs, the children have learnt lots of information through various types of research and are now cheetah experts!

International Week: Afternoons this week have been focused on celebrating cultures from across the world. We have had language workshops, dancing, tribal arts and more!



Key X = 1 sock

Sock	Number of socks
spotty	XXXXXX
stripy	XXXXX
plain	XXXXXXXX



Curriculum in action: Year 3



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Maths:

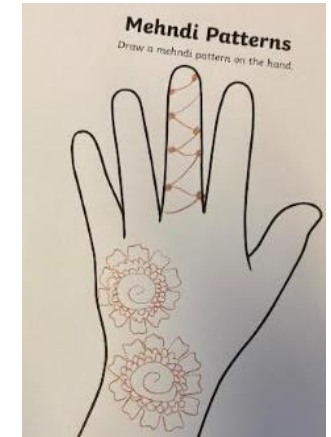
This week, Year 3 began their second fractions unit. The children have been building on their previous learning and are now confidently applying their knowledge to add and subtract fractions. Great effort from everyone!

Writing:

In writing, the children proudly published their final letters. They worked hard to edit and improve their work, and the finished pieces were fantastic!

International Week:

As part of International Week, the children enjoyed a range of fun afternoon workshops. They explored different languages, cultural dances, and created beautiful cultural artwork. It was a wonderful opportunity to celebrate diversity and learn about the world around us!





Curriculum in action: Year 4



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Maths:

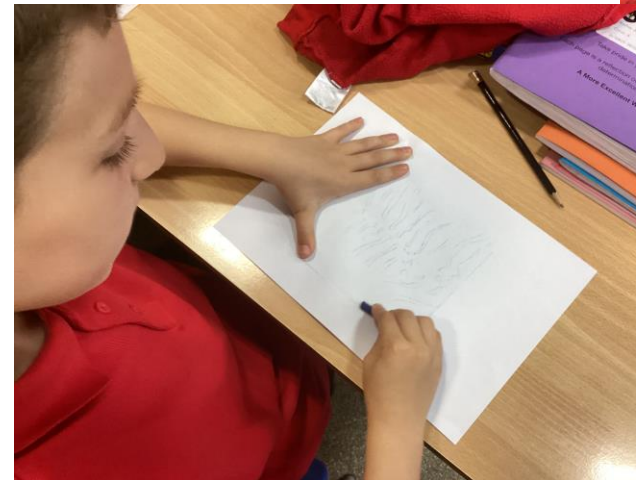
This week we have finished our decimals unit. This will lead us nicely in to our next unit all about money! We have also been celebrating national numeracy day, where the children played a game of would you rather about how they would rather spend their money. We then planned our own school fete with a budget, where the children ran into problems they also needed to solve. To finish the week, we had a lovely maths workshop focused on times tables.

Writing:

The children have been editing their newspaper reports about 'the creature'. They are starting to look incredible!

International Week:

This week the children have taken part in many different fun activities. They have done international language cafes, dance workshops, and practiced different art styles. They ended their week showing off their catwalk skills at our international week fashion show!





Curriculum in action: Year 5



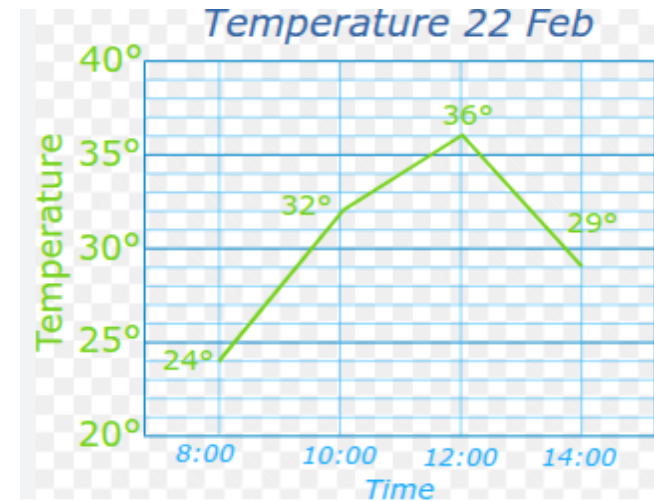
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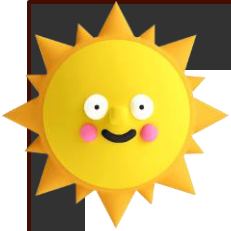


12 **34** **Maths:** As well as recapping key aspects of place value, we have also linked maths to some of our previous learning in geography by revisiting line graphs. We have drawn line graphs and extracted key information from them. We have also extracted information from tables.

Reading: We have developed retrieval skills, inference skills and explored a writer's deliberate use of vocabulary for effect. In order to do this, we have used non-fiction texts and poetry.

Writing: Using information gained from texts in reading lessons and links to learning about deserts in geography, we have gathered ideas and sentences to allow us to write a non-fiction report about the ice desert of Antarctica, its conditions and Captain Robert Falcon Scott's expedition there with his team.





Curriculum in action: Year 6



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Writing:

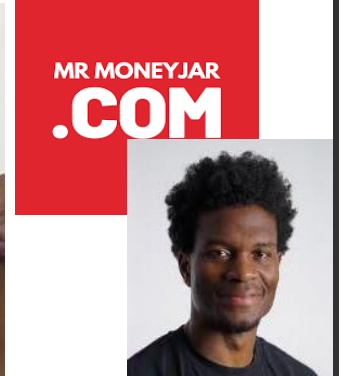
This week, the children focused on showing a character's personality through writing dialogue. We were inspired by Lubaina Himid's artwork to create our characters.

Maths:

We enjoyed joining a Maths workshop on Zoom where we took part in a Maths quiz all about money. The children were challenged to think about money in different ways with questions such as, 'Would you rather receive £5 now or £20 at the end of the month?'

International Week:

The children enjoyed different activities in the afternoons such as: language, art and dance. They all encouraged the children to explore and enjoy different cultures in a new way





Spiritual thought for the week...



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Resting in God's Strength:

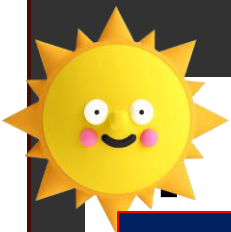


"Come to me, all you who are weary and burdened, and I will give you rest."
Matthew 11:28

As we approach the end of this term, we know how much has been asked of us—parents, children, and staff. It's been a season of hard work, growth, and dedication. But in this busy week, let's pause and remember God's promise of rest. May we take moments this week to recharge, enjoy time with loved ones, and remember that God's peace is with us. May He bless each of you during this half term and give us all rest as we look ahead.

May God be with you this week and always.





Home Learning for Sum 1 Wk 6



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Year 1:

Spellings:

thought, whole, because any, many, two, eye, want, what, where.

Recap fractions and solves sums.

Reception.

Write what you enjoyed about the fire fighters visit. Recap number bonds to ten.

Year 2:

As per the request of Year 2, they have been set the challenge of 2024 Y2 SATS testing!

Please work through any questions they don't know with them but they should be able to complete most of this independently.

2024 national curriculum tests	
Key stage 1	
Mathematics	
Paper 1: arithmetic	
First name	<input type="text"/>
Middle name	<input type="text"/>
Last name	<input type="text"/>

Spellings:

Please practice Y2 common exception words ready for the end of year check next half-term.

Year 3

- Paper copies sent home
- Spellings
- Collinshub book
- TTRS online

Year 4

- paper copies sent home.
- TTRS practise
- Collinshub book

Year 5:

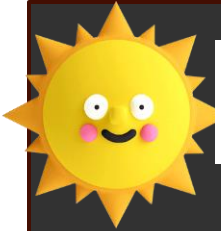
Paper copies sent home:

- Maths: Place Value and Line Graphs
- Reading Comprehension
- Spellings

Online arithmetic test:

<https://mathsbot.com/primary/year5#qlaSheet>





School Menu...



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WEEK ONE

DINE
Main

Vegetarian

Sides

DINE



**Homemade Veg
Cheeseburger**

**Plant Based
Spaghetti
Bolognaise**

Salad or Broccoli



Veggie Paella

**Vegetable Pitta
Pocket**

Sweetcorn and
Peppers



Mac 'n' Cheese

**Roasted Root Veg
Wellington**

Roasties and
Broccoli



Vegetable Fingers

**Cheese & Tomato
Pinwheel**

Green Beans



**Cheese & Tomato
Pizza**

Veggie Pizza

Chips and Beans

Jacket Potato with choice of topping

Oaty Biscuit

**Jam & Coconut
Sponge and
Custard**

**Chocolate
Brownie**

Carrot Cake

Ice Cream

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...



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WEEK TWO

DINE

Main

Vegetarian

Sides

DINE



All Day Brunch
With Veggie Sausage

Italian Bruschetta
With Mash

Falafel Pitta

Vegetable Chow Mein

Cheese & Tomato Pizza

Five Bean Chilli
With Rice

Cheese & Potato Pie

Stew & Dumplings

Veggie Pasta Bolognese
With Garlic slice

Veggie Pizza

Peas or Beans

Broccoli or Beans

Roasties and Carrots

Cauliflower or Peppers

Chips and Peas

Jacket Potato with choice of topping

Fruity Flapjack

Chocolate Crunch

Fresh Fruit Salad

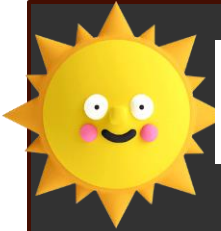
Rainbow Cookie

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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WEEK THREE

DINE

Main

Vegetarian

Sides

DINE



Cauliflower Cheese
Pasta Bake

Vegan Mince
Lasagne

Roast Vegetable
Sausages

Mac 'n' Cheese

Cheese & Tomato
Pizza

Herby Tomato
Pasta Bake

Vegetable Curry
With Rice

Veggie Sheperds
Pie

Cheese & Tomato
Pinwheel

Veggie Pizza

Garlic Slice and
Green Salad

Carrots and
Sweetcorn

Roasties, Peas and
Gravy

Broccoli and
Carrots

Chips and Beans

Jacket Potato with choice of topping

Apple Flapjack

Peach Upside
Down Cake and
Custard

Summer Fruit &
Yogurt Crunch

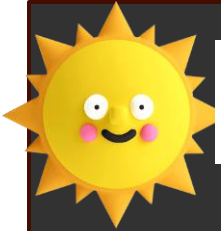
Chocolate Sponge
& Custard

Ginger Cookie

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





Exciting Opportunity



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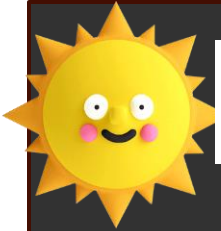
An exciting opportunity has come up for one of our families to win 4 tickets to go to see Solihull Moors FC at a home game of your choice!

Raffle tickets are £1 each, or 7 for £5.

These tickets would usually go for £80-100 in total, so this is a wonderful opportunity to win a fun family day out.

All money raised by this raffle will go towards paying for additional sports equipment for our school.





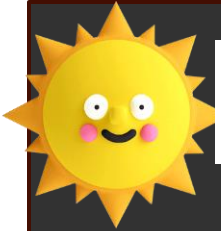
Water Safety



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[Water Safety on Holiday | Royal Life Saving Society UK \(RLSS UK \)](#)





Child Safety Week



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Please see the full resource online: [Family Support | Harper Bell SDA Primary School](#)

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.



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.

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.

Safe from choking

“I always thought choking would have been more obvious. But the silence and the panic in his eyes will stay with me forever.”

A child who’s choking can’t breathe, so there’s no sound to alert you. As scary as this sounds, you can stop this happening. It takes some simple steps.

Why do children choke?

- Children can choke at any age. Young children are at greater risk.
- Their narrow airways are more easily blocked.
- Anything smaller than a 2p can choke them.

Small objects

Babies and toddlers put things in their mouths. It’s how they explore. So they can choke on small objects in their reach:

- Cheap toys can have small parts that come off. Check them over first.
- Use older children’s toys in a specific area and check the floor afterwards. Use a tray underneath to catch small parts, like Lego.
- Don’t let young children blow up balloons and clear away broken pieces.

Baby bottles

Never use a self-feeding baby pillow or prop your baby’s bottle up to feed. They need an adult to help them feed.

First aid

1. Give up to five back blows between the shoulder blades – it can force the object out.
2. For babies, give up to five chest thrusts. For children over 1 year of age, give up to five abdominal thrusts squeezing above the belly button from behind – it forces air out of the lungs to clear the object.
3. If 1 & 2 don’t work call 999 and keep trying until help arrives.

Food

- Choking on food isn’t just about young children not chewing properly. It takes time to learn to breathe, chew and swallow in harmony.
- Until then, they need you to cut up or avoid anything that could block their airway. And to teach them to sit still to eat.

Size and shape matter

- Cut lengthways and quarters – grapes, blueberries, strawberries, cherries and small tomatoes.
- Remove skin, pips or stones from fruits or vegetables.
- Cut thin strips – sausages, cheese, vegetables and large fruit like melon, apple, carrot, cucumber and mango.
- Steam, mash or grate foods to soften them – carrots, chickpeas, butter beans.
- Cut strips and remove bones, skin or fat – meat and fish.
- Toast bread – to stop doughy balls.
- Cut all bread into narrow strips.

Save for later

- Round hard sweets, including mini eggs and lollipops
- Whole grapes and nuts
- Globes of peanut butter
- Popcorn
- Marshmallows
- Jelly cubes



Fire safe families

“He ran upstairs and into a wall of black smoke and could feel intense heat coming through the walls.”

Coroner’s report, death of 5-year old who played with a lighter

Your family are eight times more likely to die in a fire if you don’t have a working smoke alarm. If a fire breaks out at night, you won’t smell the smoke and wake up. The poisonous fumes will send you deeper into sleep.

It makes sense to have a smoke alarm upstairs and downstairs, to save you from smoke that can kill in minutes.

Prevent fires

- Cooking is the main cause of fires in the home – stay in the kitchen if children are cooking
- Keep matches, lighters and lit candles or tea-lights well out of reach of young children and teach children not to play with them
- Take care not to plug lots of chargers and equipment into an extension lead from one electrical socket - the socket will be dangerously overloaded
- Stay close by when you have fat heating and never pour water onto hot fat
- Store things like hair straighteners safely – avoid leaving them switched on or where a child might be able to switch them on
- Avoid charging e-bike or e-scooter batteries when you’re out or overnight. Follow the instructions and don’t over charge
- Double check your cigarette is out and be careful smoking if you’re really tired (or in bed) in case you fall asleep with it in your hand.



Plan your escape

- Work out your escape route in case of a fire and practice it with your family
- Keep the stairs and escape route clear of clutter at night
- Keep keys to any doors on your escape route in one place so you know where they are in an emergency.

Teach children what to do if they see a fire

- Tell someone straight away – a grown-up if possible
- Don’t try to put the fire out yourself
- Get outside as quickly as possible. Don’t try to hide from the fire
- Never go back inside for anything.

Check your smoke alarms

- You need a working smoke alarm upstairs and downstairs
- Test your alarms every month
- If you live in rented housing your landlord is responsible for providing alarms.



Approaching Events



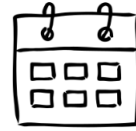
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YEAR 1 & YEAR 2
SUNFLOWER GROWING
COMPETITION!

Who will have the tallest sunflower by the end of the school year???



Dates for your diary



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25/5/2026 to 29/ 5/ 2026: Half-term break

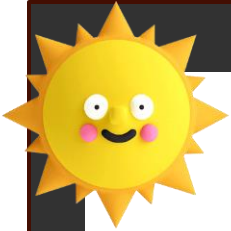
1/6/2026: Staff Inset Day (school closed to pupils)

30/6/26: Deadline to pay for Reception and year 1 trip to Ash End Farm

7/7/26: Reception and Year 1 Ash End farm trip.

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





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: 96.6%

This week: 96.3%