



HB newsletter: Summer 2 Wk 1



Harper Bell
Seventh-day Adventist
Primary School

Dear Parents and Carers,

This week, I would like to celebrate the fantastic efforts of our pupils, who continue to demonstrate what it means to be responsible learners. Across the school, we see children engaging positively in lessons, showing resilience when faced with challenges and taking pride in their work. Their commitment to learning is helping to create a purposeful and ambitious culture where everyone can thrive.

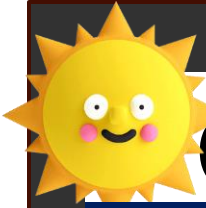
I am also delighted to share the positive outcome of our recent Ofsted monitoring visit. Inspectors recognised the significant and rapid improvements that have taken place across the school and confirmed that leaders and governors are taking effective action to secure further progress. The report highlighted strengths in our leadership, curriculum, teaching, support for pupils with additional needs, staff development and improving outcomes for children.

While we are proud of the progress made, we remain ambitious for every child and are committed to building on this momentum.

Thank you for your continued support as we work together to ensure all our pupils receive the very best education and opportunities to succeed.

Kind regards,
Mrs Susan Sidhu





Curriculum in action: Reception



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Primary School

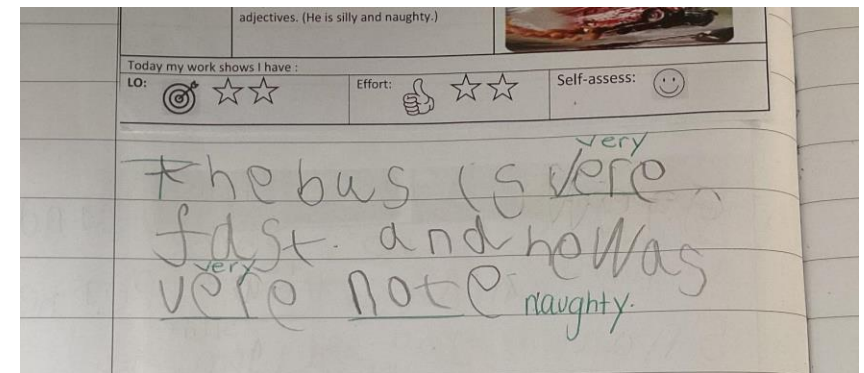
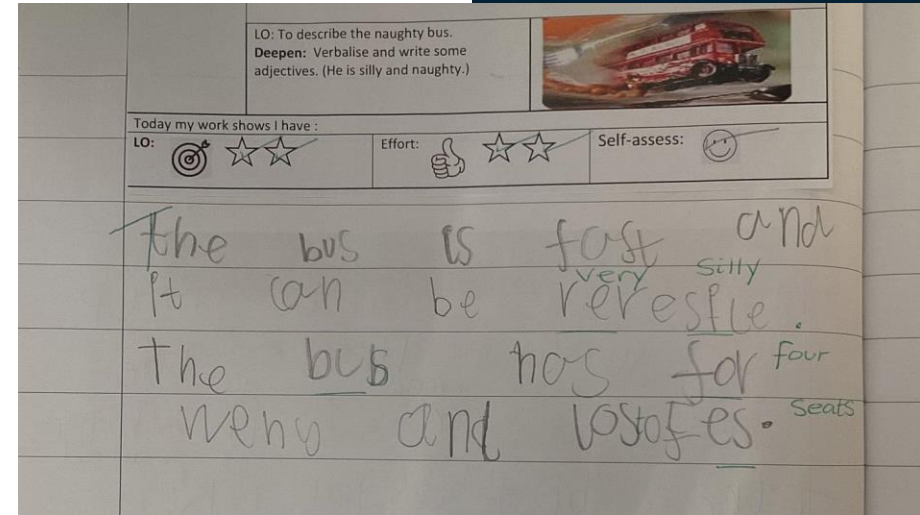
12 **34** **Maths:** We have had an excellent start to this term and have been working hard at sharing between three groups.

Writing:

In writing we have started our new story called 'The Naughty Bus'. We discussed the character and described him using adjectives. We discussed why he may be 'naughty' and explored our ideas.

Topic:

We have started our new topic all about Transport. We looked at the history of how transport has developed.





Curriculum in action: Year 1



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Primary School

12 Maths: We have worked hard at counting on from 50 to 100, understanding larger numbers. We have recapped ordinal numbers and applied this to real life experiences, such as who came first in a race. Great job!

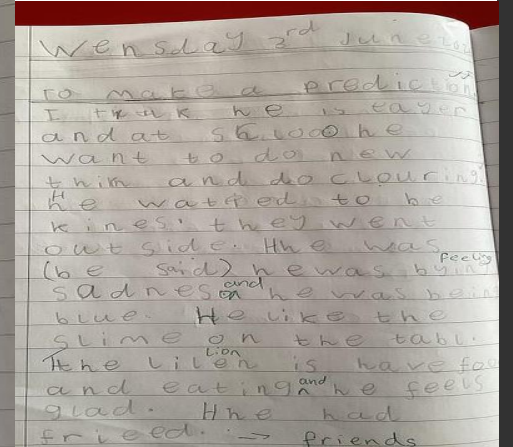
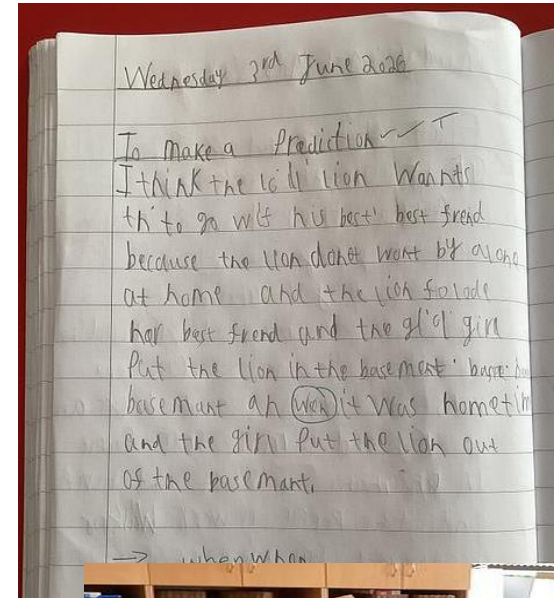
Writing: We have started our new focus story called 'How to Hide a Lion at School'. We explored the story cover and blurb and used this to make predictions about the story. We used synonyms about how he might feel. We asked questions and explored answers, such as why did he want to follow his friend to school?

History: We recapped our learning in Summer 1, 'All about Shanghai' and completed our end of unit test. We will explore history from next week. How have explorers changed the world?

Science: This term we will think like a scientist and apply our science skills to find out and investigate patterns.

RE: We took our end of unit test all about the Pentecost. We recalled ways this is celebrated at church and how Christians remember the Holy Spirit and its importance.

PSHE : We discussed physical contact and who it is acceptable to touch, such as family members etc.





Curriculum in action: Year 2



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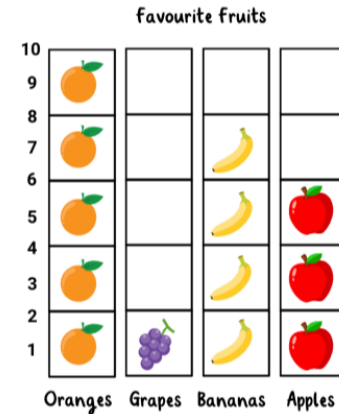
Maths: In maths this week we have finalised our statistics module in which the children did FANTASTIC in their end of module test and how now moved on to looking at position and direction. The class have done amazing at recalling their left and right and using positional language. Next week we will focus on clockwise and anti-clockwise turns.

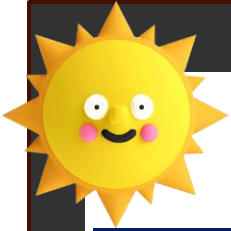
Writing: This week the children have planned their independent non-chronological reports ready for an independent write next week.

Reading: We have continued to develop retrieval and inference skills using non-fiction texts and stories.

Science: In Science this week we finished off our plants topic and have now smoothly transitioned on to looking at how plants can be used to make sustainable materials.

TRIP: The class have received their trips letters this Friday- please ensure the consent form and payment return to the school ASAP!





Curriculum in action: Year 3



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The children have made an excellent start to the second half of the summer term. They returned showing improved focus and dedication to learn and know more.

Maths

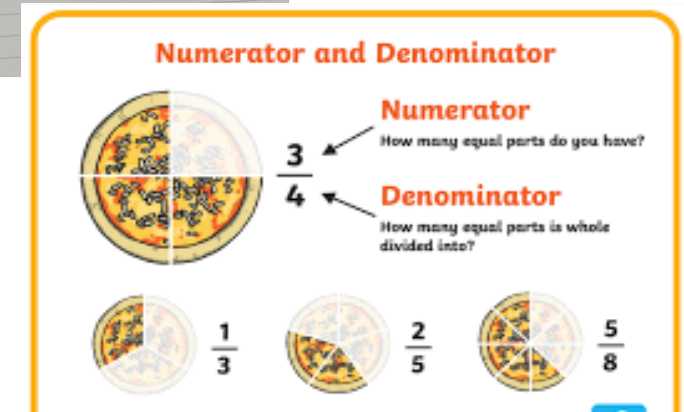
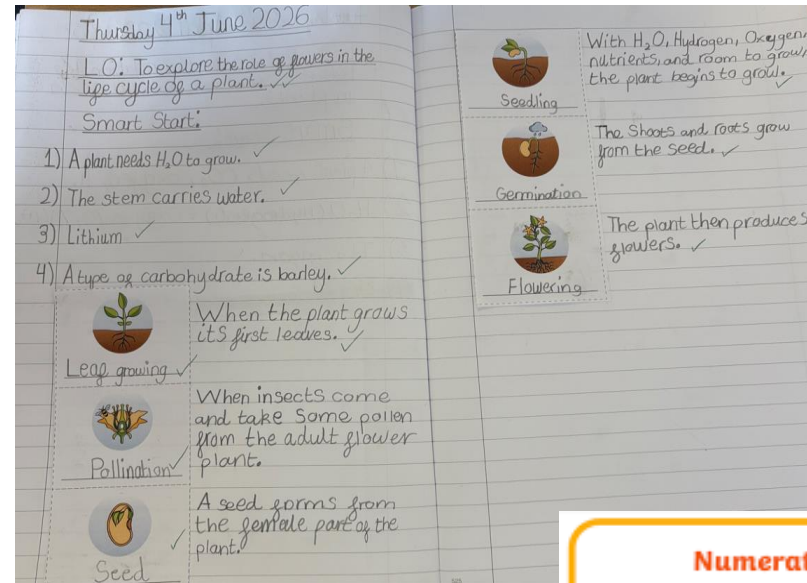
In Maths, we have been diving deeper into the world of fractions! The children have been exploring the difference between unit and non-unit fractions and showing great confidence when finding fractions of a set of objects. It has been fantastic to see their skills growing each day!

Writing

In Writing, we have been busy strengthening our spelling, punctuation and grammar skills. The children have enjoyed learning how to use apostrophes for possession and have been practising how to include direct speech accurately in their work. Some brilliant sentences have been produced!

Science

In Science, we have been wrapping up our plants topic with great enthusiasm. The children have explored the life cycle of a plant and had thoughtful discussions about why each stage is so important. Their curiosity and understanding have really blossomed!





Curriculum in action: Year 4



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12/34 Maths: This week Year 4 have been learning all about money. They have been building on their knowledge from previous years and applying it to everyday situations. They have investigated why it is important to be able to round to the nearest pound and estimate how much your shopping will come to. They have also been working super hard in preparation for their MTC's. Their grit and determination has been evident in how hard they have worked, consistently repeating their practises and even sacrificing lunchtimes to get more practice in. Well done, Year 4!

Writing: This week, the children have been editing and writing up their newspaper report. They have put lots of effort into improving their handwriting and structure to create their neatest piece of work yet.

Science: The children have learnt all about animals and their diets this week. They have used their scientific deduction skills to identify whether an animal is a carnivore, herbivore or omnivore just from their teeth!



ONE	TWO	THREE	FOUR	FIVE	SIX
1x1=1	2x1=2	3x1=3	4x1=4	5x1=5	6x1=6
1x2=2	2x2=4	3x2=6	4x2=8	5x2=10	6x2=12
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1x11=11	2x11=22	3x11=33	4x11=44	5x11=55	6x11=66
1x12=12	2x12=24	3x12=36	4x12=48	5x12=60	6x12=72
SEVEN	EIGHT	NINE	TEN	ELEVEN	TWELVE
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7x11=77	8x11=88	9x11=99	10x11=110	11x11=121	12x11=132
7x12=84	8x12=96	9x12=108	10x12=120	11x12=132	12x12=144



Curriculum in action: Year 5



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12 **34** Maths: This week, we developed our skills surrounding statistics by reading information in two-way tables. We have also studied angles; this has involved classifying angles as a right angle, acute, obtuse, a straight line or reflex and using a protractor to measure angles.

Reading: We have continued to develop retrieval and inference skills using non-fiction texts and song lyrics.

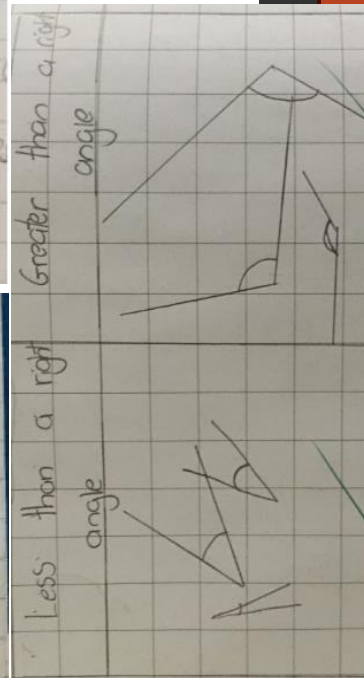
Writing: We used our writing skills to complete an extended piece of writing and have begun to gather sentences to build towards our next extended piece of writing (this will be a fictional story). We have used descriptive language, relative clauses and adverbials.

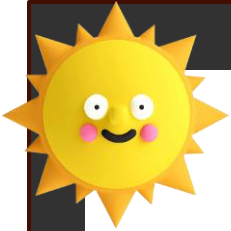
Geography: We have continued to build our knowledge surrounding deserts by exploring the positive and useful characteristics of deserts as well as the threats that face deserts.

What are the benefits of moving to a desert?
The desert has many different activities like sand boarding, sand scoring
What are the considerations when moving to the desert?
Oh and sometimes there is a long period of time called drought it is when it doesn't rain for weeks or even months and do you know that the Sahara desert is the biggest desert in the

Antarctica as you probably already know is the coldest country in the entire world! It is mostly covered in snow and ice! With that much snow you could have a mega snowball fight! But as it is the coldest country it is the coldest dessert! Yep the desert and has scarce wildlife and plant life.

Captain Scott was one of the first to travel to the South pole. But unfortunately him and his crew were beat^{been} beaten to it by a team of Norwegian Explorers. But when they all were heading back they all died but left a mark in history.





Curriculum in action: Year 6



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Writing: This week, Year 6 have been using colons to add extra detail to a main clause. We have been using descriptive language and uplevelling our sentences using a thesaurus.



Reading: The children have been introduced to the new class text 'Kensuke's Kingdom' by Michael Morpurgo. We have read chapter 1 and used inference skills to make sense of the story.



Science: This week, the children have learned about the circulatory system: naming parts of the heart; understanding how the lungs and heart are connected; and how blood is transported through the body. They created posters to show their learning.



RE: For our new topic 'Islam', we started learning about 'Tawhid'. We listened to a song by a Muslim artist and identified Muslim beliefs found in the lyrics. https://www.youtube.com/watch?v=kNMfRVtIOZA&list=RDkNMfRVtIOZA&start_radio=1



Spiritual thought for the week...



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Title: Today

“Today, if you hear His voice, do not harden your hearts...” Hebrews 3:15 NIV

Are we living in God’s presence today, this moment? Are we drawing from His strength? Are we seeking to know Him and the power of His resurrection today? Leave the past and the future with the Lord and resolve to cling to Him and dwell in His presence today. He truly has the whole world in His hands, and His strength is perfect moment by moment.

Have a wonderful weekend

God Bless you !





Home Learning for Sum 2 Wk 1



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Year 1: spell numbers as words from 1-20

Practise missing numbers to 100.

Write a non fiction report about tigers.

Reception.

Tricky words

When, have said

What, here

Write a description of trains linked to learning about forms of transport. Complete subtraction sums.

Year 2:

Please continue to work on Year 2 common exception words in ready for testing in week 4 of this half-term.

Maths- paper copies sent home. Please ensure they are returned by wednesday.

Year 3

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

Year 4

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

Year 5:

Paper copies sent home:

- Maths: Angles
- Reading Comprehension
- Spellings

Online arithmetic test:

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

Year 6:

Please can your child start practising the songs for our Year 6 production:

https://www.youtube.com/watch?v=WJfJSdKkHSY&list=RDWJfJSdKkHSY&start_radio=1





School Menu...



Harper Bell
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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

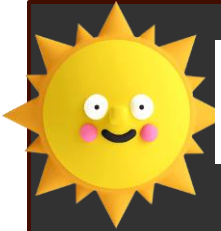
Ice Cream

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





School Menu...



Harper Bell
Seventh-day Adventist
Primary School

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

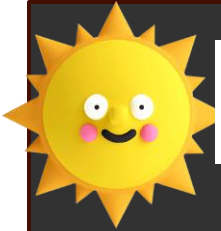
Rainbow Cookie

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...



Harper Bell
Seventh-day Adventist
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

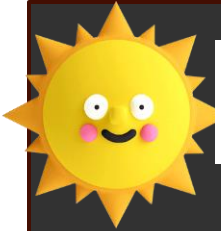
Ginger Cookie

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



Exciting Opportunity



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Primary School

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.





Child Safety Week



Harper Bell
Seventh-day Adventist
Primary School

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.



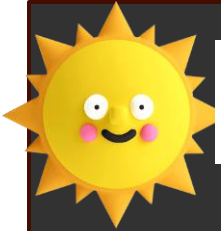
Approaching Events



Harper Bell
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Primary School

YEAR 1 & YEAR 2
SUNFLOWER GROWING
COMPETITION!

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



Approaching Events



Harper Bell
Seventh-day Adventist
Primary School

HARPER BELL
SEVENTH-DAY ADVENTIST SCHOOL

*Families are God's greatest gift.
Together we grow, support and inspire one another.*
— COLOSSIANS 3:14 (NIV)

DASHING DADS & MARVELLOUS MUMS!

A Fun-Filled Family Celebration!

MONDAY 22ND JUNE

★ ★ **CHOOSE YOUR SESSION** ★ ★

SESSION 1 1:15 pm – 2:15 pm	SESSION 2 2:20 pm – 3:20 pm
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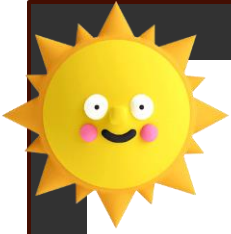
FOOTBALL FUN **DODGEBALL GAMES** **DANCING** **TASTY SNACKS** **QUALITY TIME TOGETHER**

**DADS, GRANDADS, UNCLES,
MUMS & SPECIAL FAMILY MEMBERS
★ ALL WELCOME! ★**

TICKETS REQUIRED
Return your reply slip to the school office to collect your ticket.

HURRY – SPACES ARE LIMITED!

29 RAVENHURST STREET, CAME HILL, BIRMINGHAM, B12 0EL Tel: (0121) 693 7742 Fax: (0121) 693 6752 info@hbsda.bham.sch.uk
HEADTEACHER: Mrs Susan Titchell



Dates for your diary



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Primary School

16/6/26: Deadline for Year 5 trip deposit

22/6/26: Dashing Dads and Marvellous Mums event

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

2/7/26: Year 3 visit to Birmingham museum

6/7/26: Deadline for full payment for Year 5 trip

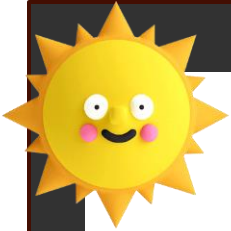
7/7/26: Reception and Year 1 Ash End farm trip.

8/7/26: Parents' Evening

9/7/26: Year 5 trip to Blakesley Hall Museum

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





Attendance Page



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Primary School

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!

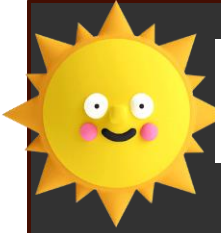
Good attendance = best chance of success! "Well done!"

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

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



This week: 95.9%



Water Safety



Harper Bell
Seventh-day Adventist
Primary School

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

