



HB newsletter: Summer 2 Wk 3



Harper Bell
Seventh-day Adventist
Primary School

Dear Parents and Carers,

As we move through another busy and successful period at school, I would like to thank all our parents and carers for their continued support. Your partnership with us plays a vital role in helping our children thrive and achieve their very best.

I would also like to congratulate our pupils on their enthusiasm, hard work and commitment to learning. It has been wonderful to see the progress they are making and the pride they take in their achievements both in and out of the classroom.

We are looking forward to welcoming our families and wider community to the exciting events planned over the coming weeks. These occasions provide a valuable opportunity to celebrate our children's successes and strengthen the strong sense of community that makes our school such a special place.

Thank you once again for your ongoing support, and we look forward to seeing many of you at our upcoming events.

Kind regards,
Mrs Susan Sidhu



Ofsted Recognises Strong Progress



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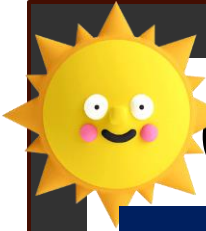
We are pleased to share that Ofsted has recognised the significant progress our school has made since its previous inspection.

During a recent monitoring visit, inspectors highlighted the "rapid and visible improvements" made across the school, particularly in achievement, curriculum development and inclusion. They praised the stability of leadership and staffing, as well as the strengthened support for pupils with additional needs.

The report also noted improving pupil outcomes, with more children reaching expected standards in reading, writing and mathematics, and achievement increasingly in line with national figures.

While acknowledging that further work continues, Ofsted recognised the strong foundations now in place for sustained improvement. This positive feedback reflects the dedication and hard work of our staff, pupils, governors and families, and we look forward to building on this success.





Curriculum in action: Reception



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12 **13** **14** **Maths:** .This week, we are recapping one more and one less than a number. We are also learning the counting pattern beyond 20 and are starting to recognise numbers beyond 20.

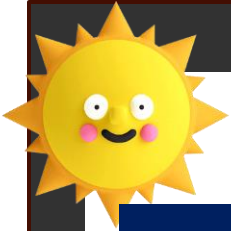
15 **16** **17** **Writing:** This week, we made story maps of our focus story 'The Naughty Bus'. We were working hard to recall the key events in the story and represent them using images and writing.

18 **19** **20** **Reading:** We have continued to read 'The Naughty Bus' and have read our phonics book, to decode and read tricky words in stories.

21 **22** **23** **Topic:** We have been learning about different forms of transport and have begun to learn about different parts of the world, specifically Africa. We discussed how we could travel there, what forms of transport we could use and what the African continent is like.

24 **25** **26** **Art:** We made African prints using patterns specially made in Africa. We used clay and carved patterns onto it then made paint stamps. We also made junk modelling rockets using various materials and tools.

- 27** **28** **29** **30** **31** **32** **33** **34** **35** **36** **37** **38** **39** **40** **41** **42** **43** **44** **45** **46** **47** **48** **49** **50** **51** **52** **53** **54** **55** **56** **57** **58** **59** **60** **61** **62** **63** **64** **65** **66** **67** **68** **69** **70** **71** **72** **73** **74** **75** **76** **77** **78** **79** **80** **81** **82** **83** **84** **85** **86** **87** **88** **89** **90** **91** **92** **93** **94** **95** **96** **97** **98** **99** **100** **101** **102** **103** **104** **105** **106** **107** **108** **109** **110** **111** **112** **113** **114** **115** **116** **117** **118** **119** **120** **121** **122** **123** **124** **125** **126** **127** **128** **129** **130** **131** **132** **133** **134** **135** **136** **137** **138** **139** **140** **141** **142** **143** **144** **145** **146** **147** **148** **149** **150** **151** **152** **153** **154** **155** **156** **157** **158** **159** **160** 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Curriculum in action: Year 1



Maths: We have been revising previous skills, such as counting in 10's and understanding greater, less and equal amounts.

Writing: We have described our story setting this week. We have our very own author in class called Joshua Getachew. He wrote his own 35 page comic book story with illustrations.

Reading: We have worked very hard with our class reading books, matched to our reading level. We have continued to apply reading tricky words with fluency and reading longer words.

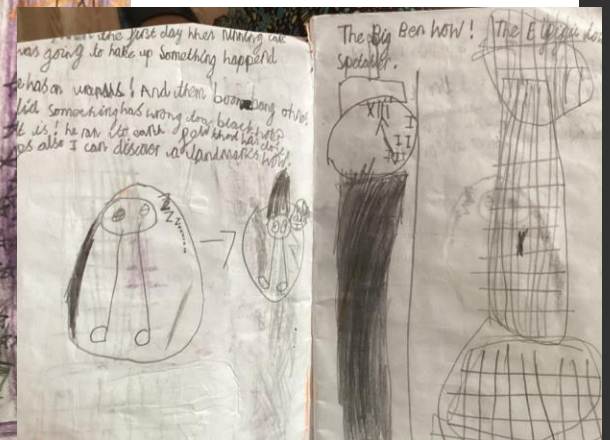
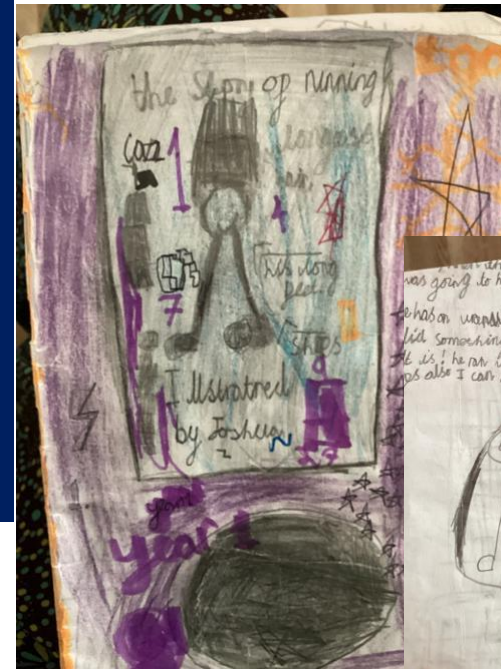
Science: We have learnt different investigative skills Scientists use, such as observation or experimenting and researching. We undertook an experiment and discussed findings. We used string to measure the diameter of a tree trunk and wanted to see if there is a pattern. Do taller trees have wider trunks? Our observations indicated there was no pattern!

History: We

Art/Drama. We acted out different scenarios using props and continued to perform traditional tales such as Jack and the Beanstalk.

RE: We have been learning about the 'Sukkah' or temporary shelter that the Jewish followers make to remind them of the time Moses and his followers escaped and wandered the desert.

- PE: Accurately follow instructions issued by the teacher
- Confidently perform as an individual (some paired) to find the matching symbol





Curriculum in action: Year 2



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1 2 3 4 Maths: This week in maths the children have reviewed and consolidated their knowledge of addition, subtraction, multiplication and division in readiness for next weeks arithmetic test.

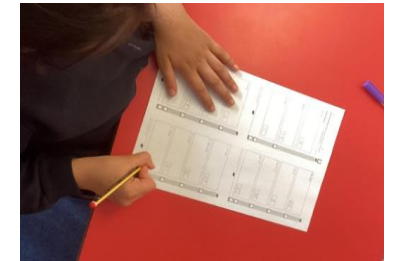
Reading: This week we have doubled up on reading skills in particular retrieval, inference, vocabulary and ordering of stories. The children have all shown progress in their results across the week.

Science: Year 2 have looked at how paper is made as well as the incredible creation of kevlar and how both inventions have changed the world significantly.

History: This week we have looked at the important roles of Monarchs and how their decisions can impact not just their own country, but the whole world.



PE: In PE this week Year 2 have learnt how to pass and dribble a ball with speed and control.



Head of State and Commonwealth

- The most important person to represent the country.
- The monarch opens and visits hospitals, schools and other places.
- They meet other world leaders on official visits.



Head of the Armed Forces

- The person most responsible for defending the country.
- The monarch is the only person who can start or end a war with another country.



Head of the Church of England

- The monarch may use their religious worldview to guide their decisions.



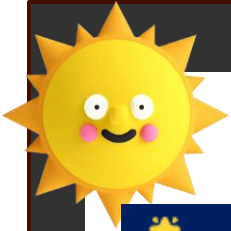
Signing official documents

- Each day a red box is delivered from government with documents for the monarch to read and sign.
- The monarch signs documents as the Head of State, but laws are made and agreed by Parliament.



Charitable work

- The monarch promotes and supports charities which help a wide range of people.



Curriculum in action: Year 3



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Maths:

The children have successfully completed their unit on Money and are now ready to begin learning about Time next week!



Writing:

Year 3 have continued their writing based on *The Magic Paintbrush* story. They have been using similes and fronted adverbials effectively to make their writing more exciting and detailed.



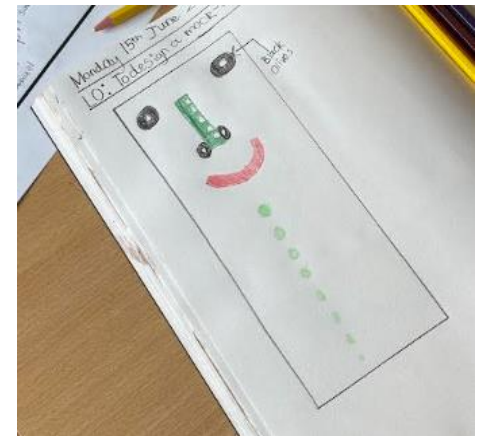
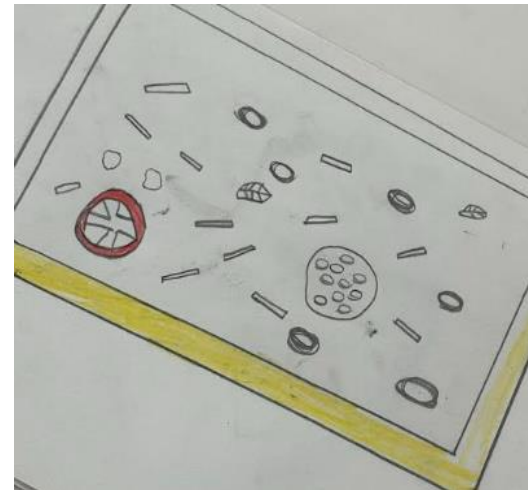
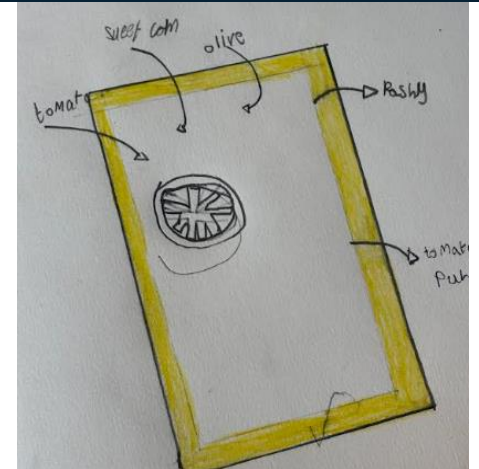
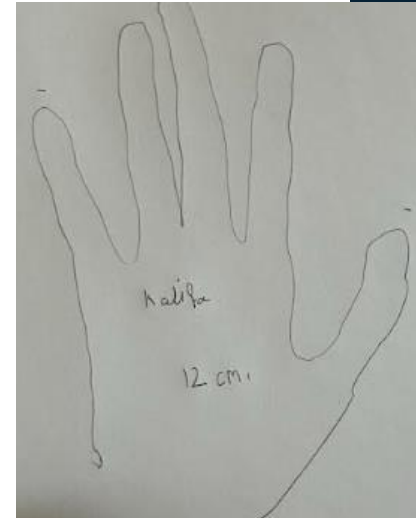
Reading:

The children have been developing their comprehension skills by making thoughtful predictions about what might happen next in their texts.



Science:

Using the scientific skills they have learned throughout Year 3, the children have begun an investigation. They started by carefully measuring their hand spans in centimetres and recording their results.





Curriculum in action: Year 4



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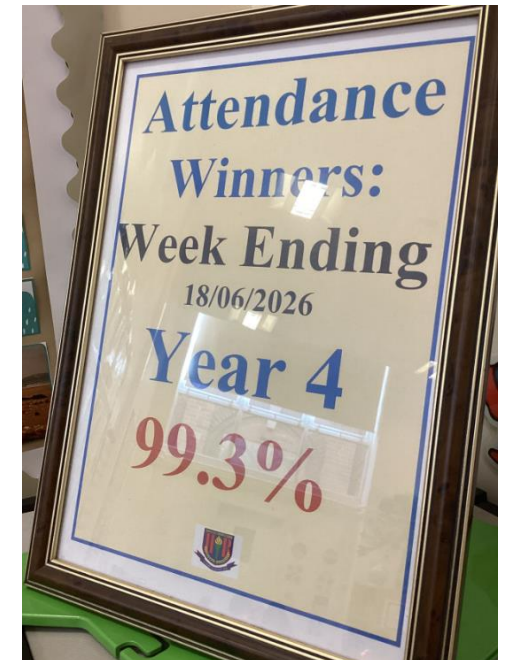
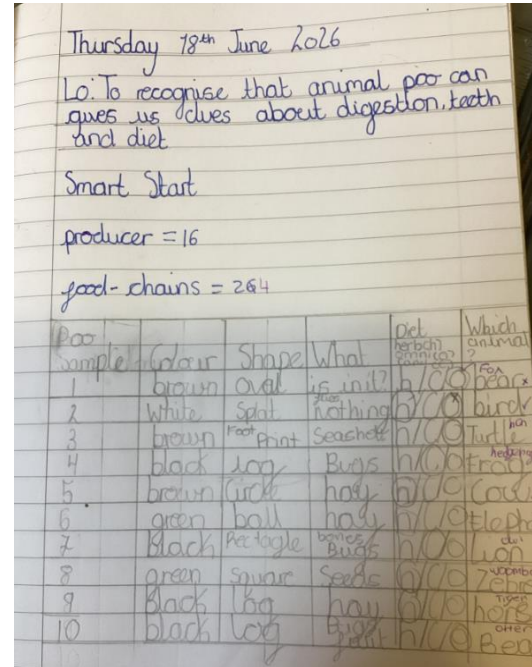
Maths: This week we have been continuing our work on time. The children have been learning how to convert between analogue and digital clocks, and 12 and 24 hour clocks.

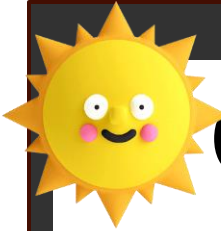
Writing: The children have been continuing to add to their narrative based on 'feast'. They have been working on making their writing more complex by using alliteration, dialogue and adverbials.

Science: We have come to the end of our unit on animals and digestion. This week, the children were conducting an experiment to see if they could work out what an animal was based on their poo! They managed to correctly identify multiple of those animals which was very impressive!



A big well done to all of Year 4 for having the best attendance this week! They won a lovely certificate for us to display in the classroom and an extra breaktime!





Curriculum in action: Year 5



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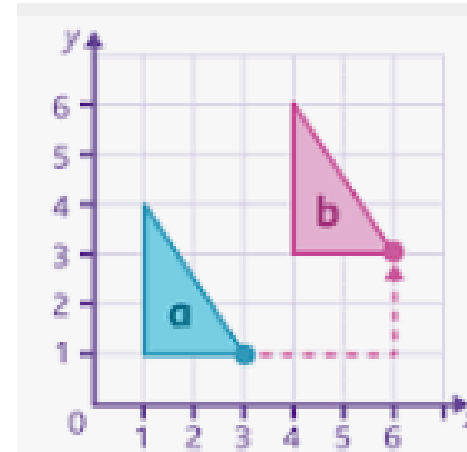
12 **Maths:** We continued to build our knowledge surrounding translation, including the accurate drawing of the translated shape. We have also recapped previous learning, including learning surrounding formal methods for addition and subtraction.

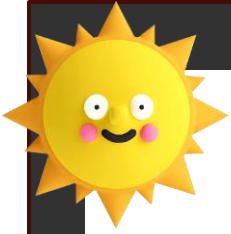
Reading: We have continued to develop retrieval and inference skills using fiction texts, non-fiction texts and song lyrics.

Science: We have conducted the investigation that we planned last week, ensuring that we followed our method carefully to correctly conduct a fair test. Investigation question: 'Does the size of an asteroid affect the size of the impact crater?'

History: We began our new topic surrounding Ancient Greece by using sources to determine to what extent there was unity or division in Ancient Greece.


DT: We have learned about the process of foods getting from farms to our tables.








Curriculum in action: Year 6




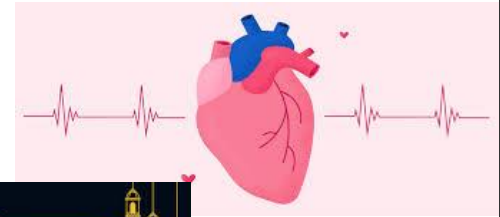
 We enjoyed a fantastic school trip to the Rep Theatre where we watched 'Omar's Planet'.

 **Maths:**
The children have continued to practise arithmetic.

 **Writing:**
We have continued writing about Kensuke's Kingdom. This week's focus was on using range of punctuation in descriptive writing, and using figurative language to describe a storm in the ocean.

 **Science:**
The children have learned what a 'heart rate' is and have investigated the connection between heart rate and the mass of an animal.

 **RE:**
We have continued our learning about Islam, with a focus on understanding how the Five Pillars of Islam help build unity in the Muslim community.



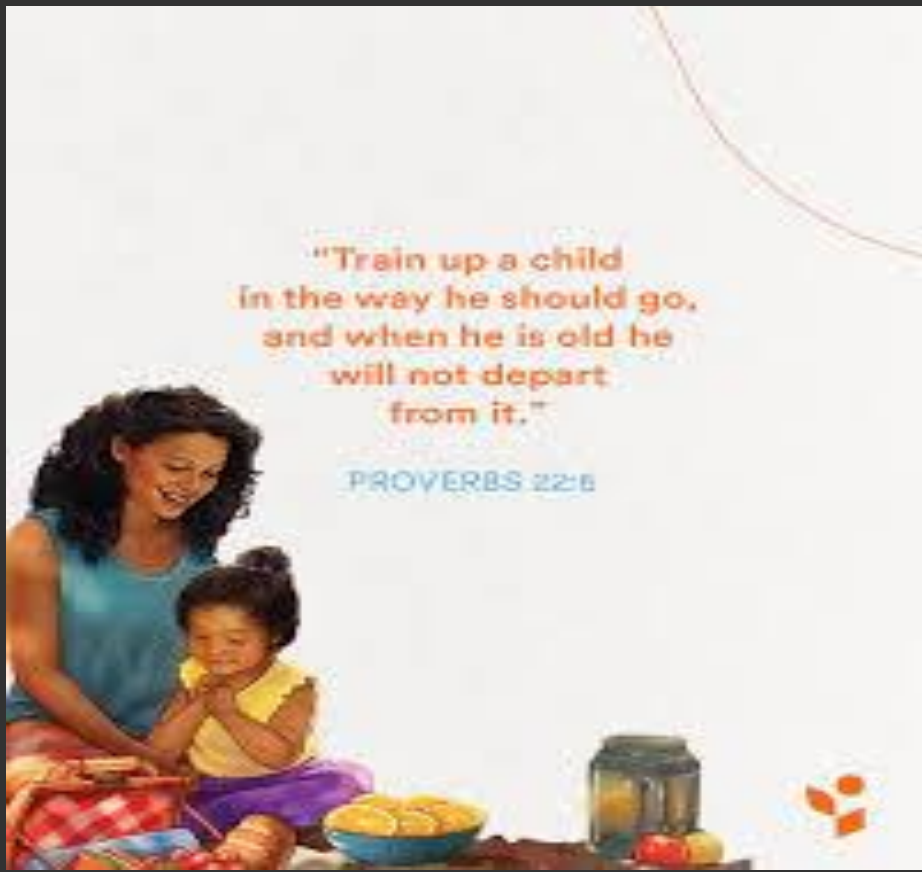


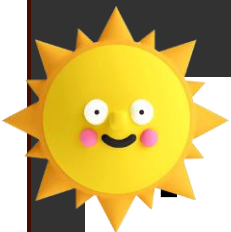
Spiritual thought for the week...



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Trusting God in Parenting





Home Learning for Sum 2 Wk 3



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Reception:

Read and write captions
Read E book and class book.
Begin to recognise numbers beyond 20.

Year 1:

Spellings sheet provided.

Practice comprehension tasks and continue to work on counting in 2s, 5s and 10. Practice arithmetic both addition and subtraction.

Year 2:

Paper copies sent home

Spellings- continue to focus on common exception words ready for testing.

Year 3

- Paper copies sent home.

Year 4

-Paper copies sent home.

Year 5:

Paper copies sent home:

-Maths: Translating shapes, addition and subtraction
-Reading Comprehension
-Spellings

Online arithmetic test:

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

Year 6:

Please can your child practise the songs for our Year 6 production:
https://www.youtube.com/watch?v=WJfJSdKkHSY&list=RDWJfJSdKkHSY&start_radio=1



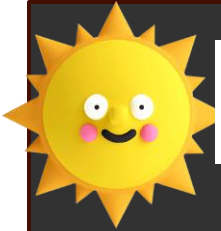


Thank you to the Book Trust for their donation of surplus books! We will be adding these books to our school library.



Harper Bell
Seventh-day Adventist
Primary School





School Menu...



Harper Bell
Seventh-day Adventist
Primary School

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

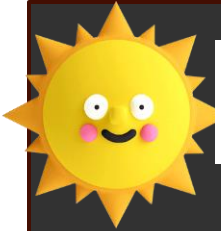
Carrot Cake

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...



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

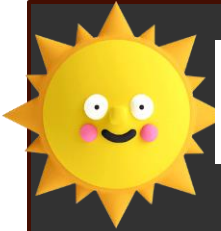
Ginger Cookie

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



Harper Bell
Seventh-day Adventist
Primary School

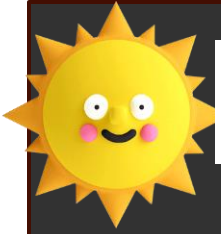
An exciting opportunity has come up for one of our families to win 4 tickets to go to see Solihull Moors FC at a home game of your choice!

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.





Exciting Opportunity



Harper Bell
Seventh-day Adventist
Primary School

Children from Harper Bell have been invited to attend a fun, free cricket session during the summer holidays.

If you wish to sign up follow the link below

<https://forms.office.com/e/nwpSKnN1na>



Skills Blast - Sunday 26th July (10am-1pm)
@Edgbaston Stadium

Skills Blast returns on Sunday 26th July (10am-1pm), inviting children aged 8-12 to Edgbaston Stadium for the exciting chance to play cricket on the pitch. Formerly known as Community Day, the event was rebranded as Skills Blast in 2025, continuing a tradition of bringing communities together since 2015. Through Skills Blast, we aim to unite generations and communities across Warwickshire and Birmingham, celebrating diversity and encouraging children to get active through cricket. Held on the Edgbaston Stadium outfield, children will take part in fun skills sessions followed by short cricket games on the same turf as professional players.

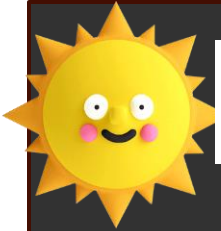
We only have limited spaces so please only complete form if able to attend

There is space for parents/guardians of participants to remain at the venue in spectator viewing area.

*Parking available on site

Please note: refreshments are not included, so please bring your own. We also recommend bringing a water bottle





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
Seventh-day Adventist
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 | **SESSION 2**
1:15 pm – 2:15 pm | 2:20 pm – 3:20 pm

- 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, Camp Hill, Birmingham, B12 0EJ | (0121) 693 7542 | Fax: (0121) 693 0752 | info@hbsda.bham.sch.uk
HEADTEACHER: Mrs Susan Siddhu

HARPER BELL ADVENTIST SCHOOL
HARPER BELL
SEVENTH-DAY ADVENTIST SCHOOL
LOVE • LEARNING • LAUGHTER

SUMMER FAYRE

SUNDAY 12TH JULY
★ 11AM - 2PM ★

Everyone Welcome!

A FUN-FILLED DAY FOR OUR SCHOOL, CHILDREN, PARENTS, STAFF & OUR WONDERFUL COMMUNITY!

- BOUNCE CASTLE
- SUMMER ACTIVITIES & GAMES
- FOOD & REFRESHMENTS
- COMMUNITY SKILLS & SERVICES
- SCRIPTURE SHARING & INSPIRATION
- FACE PAINTING

"LET ALL THAT YOU DO BE DONE IN LOVE."
1 CORINTHIANS 16:14

A day to celebrate our school, strengthen our community and show that *together* we can make a difference.

VOLUNTEERS & DONATIONS WELCOME!
Get involved and help make this day a success!

RENT A TABLE!
Have a business or products to sell? Rent a table and be part of our fayre!
CONTACT THE SCHOOL OFFICE FOR MORE INFORMATION.

29 Ravenhurst Street, Digbeth, Bham B12 0EJ

PROUD TO WORK IN PARTNERSHIP WITH OUR COMMUNITY

Seventh-day Adventist Church
FAITH • HOPE • LOVE

We are here. We care. We belong.



Dates for your diary



Harper Bell
Seventh-day Adventist
Primary School

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

30/6/26: Sports Day Events for reception, Y1, Y2 and Y3 (1.30-3.20)

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

6/7/26: Year 2 trip to Birmingham Conservation Park

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

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

7/7/26: Sports Day Events for Y3, Y4, Y5 and Y6 (1.30-3.20)

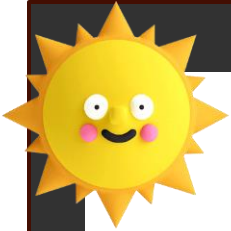
8/7/26: Parents' Evening

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

12/7/26: Summer Fayre (11am-2pm)

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





Attendance Page



Harper Bell
Seventh-day Adventist
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 165 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: 96.8%

This week: 96.9%



Water Safety



Harper Bell
Seventh-day Adventist
Primary School

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

