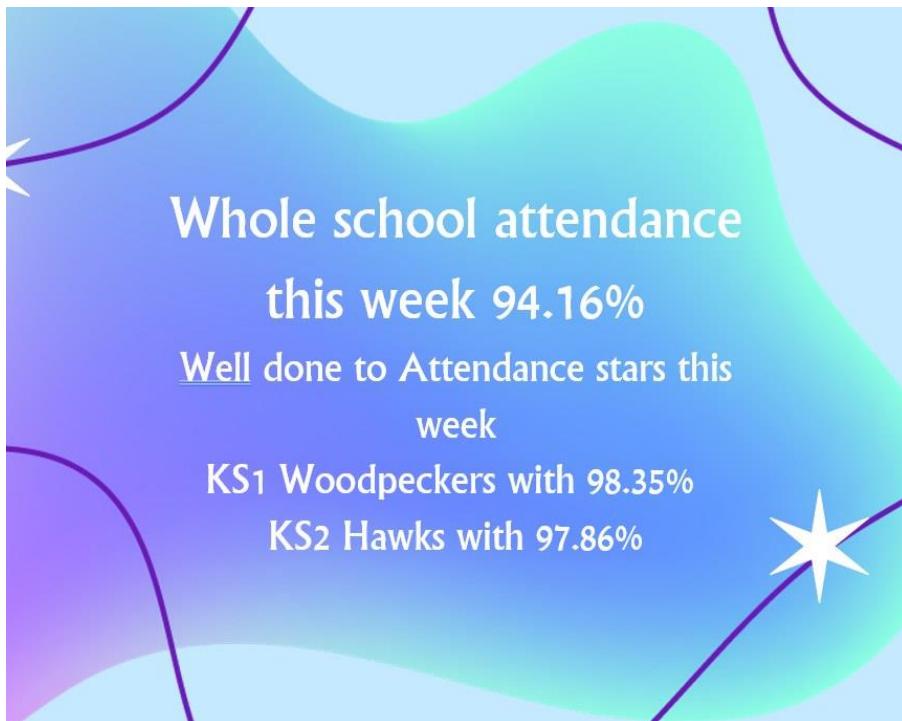


13th February 2026



# Newsletter



## Dates for your Diary

### February 2026

13th February – School Closes

23rd February – School Opens

24th February – Year 4 Library Visit

### March 2026

5th March – FOWS Meeting at Barchetta 8pm

13th March – FOWS Non-Uniform Day for Chocolate Donations

19th March – FOWS Chocolate Bingo

25th & 26th March – Parents Evening

27th March – School Closes

All this information and more can be found under Events on our website

<https://www.wheelockprimary.co.uk/>

## Childrens Mental Health Week

This week, we took part in **Children's Mental Health Week**, focusing on the theme of **belonging**. Throughout the week, the children explored what it means to belong, how we can make others feel included, and the importance of celebrating who we are. Our class activities sparked thoughtful discussions about friendships, community, and the small actions we can take every day to help others feel valued.

We also held a **fantastic bake sale**, with children and families bringing in their favourite cakes and treats. Thanks to everyone's generosity, we raised an amazing **£347**.

To finish the week, the children came to school **dressed as themselves**, an activity that encouraged them to express their personalities and celebrate their individuality. It was wonderful to see such a colourful and joyful range of outfits! This event raised another fantastic amount, which will go directly towards supporting our **myHappymind** subscription.

We encourage parents to continue exploring **myHappymind** at home. It offers excellent tools to support children's wellbeing and provides helpful resources for parents.

Here are some helpful links that you can use at home to support your child's wellbeing. These resources offer guidance, activities, and tips for both children and parents, helping everyone feel more confident, calm, and connected.

<https://myhappymind.org/parent-resources>

Authentication Code: 142756

[YoungMinds | Mental Health Charity For Children And Young People | YoungMinds](https://www.youngminds.org.uk/)

[Home - Togetherness](https://www.youngminds.org.uk/home-togetherness)

[Live Well Cheshire East](https://www.youngminds.org.uk/live-well-cheshire-east)

[Family Hubs](https://www.youngminds.org.uk/parenting-family-hubs)

## Internet Safety Day

What Parents & Carers Need to Know about **ARTIFICIAL INTELLIGENCE (AI) SOLUTIONS**

AI solutions are becoming increasingly popular. Trained on vast datasets of text (such as books, articles and websites) in order to learn patterns and relationships, AI solutions can generate text, images, audio, video, code or synthetic data, and can be used for things such as crafting poems or books, creating digital imagery or delivering video content. Recently there's been significant discussion in relation to the benefits and risks of AI solutions, with many undiscussed on whether it will be a force for good or potentially reduce the need for some job roles.

**WHAT ARE THE RISKS?**

**ROOM FOR INACCURACY**

AI solutions, such as language models, generate their responses based on the data they have been trained on, which often comes from sources on the Internet. This means they will often 'leak' relevant responses, if some of the information they've been 'fed' is incorrect. It follows that the answers too may contain factual errors or inaccuracies.

**REINFORCING BIAS**

AI solutions, such as those generating content or images, can create content that is present in the data they were trained on, whether through the algorithm's own biases or the content taken from the web. This could easily lead to biased responses, and potentially reinforce existing stereotypes, such as those around gender, race or disability.

**IRRELEVANT INFORMATION**

AI solutions don't have the ability to understand the context or meaning behind a question or a user request. Although highly educated, the AI will rely entirely on the data it's been exposed to and is devoid of independent thought or analysis. This could lead to irrelevant or even nonsensical responses to queries.

**LACK OF ACCOUNTABILITY**

Fundamentally, AI solutions are machines or technology and therefore do not have the ability to take responsibility for the responses they generate. This could lead to significant misunderstandings in certain cases if the answers are taken as given. For example, if an AI solution is used to generate content, it can lead to output clearly derived from other people's content but without any attribution to the original source or the work.

**STIFLING CREATIVITY**

One of the potential risks of children and young people continually using AI solutions for things such as their homework is that, over time, they might become reliant on it. In the long term, this could potentially stifle their development and hamper their ability to think creatively or solve problems independently without the aid of an AI tool.

**Advice for Parents & Carers**

**CREATE A SAFE ENVIRONMENT**

If possible, try to be around when your child uses any type of AI solution and employ content filters to help reduce the chance of inappropriate or age-inappropriate content being displayed. As with any kind of technology, it's important to ensure that children are using AI solutions responsibly and to provide opportunities to discuss their use as part of a safe environment.

**PROMOTE CRITICAL THINKING**

Explain to your child that AI solutions can be used as one of many tools to help them research and learn, but that they should always use them with care, as well as think. Encourage them to question, verify and think critically about the information they get back – all of which apply equally to any website or platform they use.

**DISCUSS BIAS**

Talk to your child about the potential biases that may be present in the data that AI solutions are trained on, and how these children might find their way into the results that AI generates. Encourage them to consider whether the information is factual, and presented fairly.

**ENCOURAGE HUMAN INTERACTION**

Not only should children supplement any use of software like AI with other resources such as books and real-life interactions with other people, but they also should remember that they can learn from interaction with other people. Discussing things with teachers, relatives and friends isn't just an important and often invaluable aspect of learning – it's an essential part of life, too.

**CHECK SCHOOL RULES**

Make yourself aware of any rules or guidance your child's school might have about the use of AI solutions. Most software is still relatively new, so many schools may not yet have a policy; however, it's important to make sure your child is aware of how to use it appropriately and will be using it for the right reasons.

**Meet Our Expert**

Our thanks to the Director of Artificial Intelligence at the UK's leading provider of online safety, National Online Safety. Dr. Mark Lewis, who has over 20 years of experience in the field, believes it is essential that parents and children be fully aware of the risks associated with technology, as well as the many benefits.

**National Online Safety** #WakeUpWednesday

On Tuesday, we explored Artificial Intelligence (AI) and discovering how it is used in our everyday lives. We learned that AI helps with things like recognising voices, recommending videos, and even supporting us with schoolwork. We also discussed how important it is to use AI responsibly by checking facts, thinking critically, and never sharing personal information.

Alongside this, we focused on internet safety. We looked at how to protect ourselves online by using strong passwords, keeping personal details private, and talking to a trusted adult if something doesn't feel right. We also learned how to spot unreliable information and why it's important to stay aware when using websites, social media, or AI tools.

Overall, it was an exciting day of discovering how AI works and how we can stay safe while using technology every day.

## World Book Day 2026

This year, we will celebrate World Book Day on Thursday 5th March.

We haven't got a specific theme, but we would like to invite the children to come dressed as a book character, wearing pyjamas or they can wear school uniform if they would prefer. If they have the book, which their character features in, they are welcome to bring this in or a favourite book which they would like to read with friends.

During the day, we have lots of fun activities planned for the children such as shared reading time, decorating classroom windows in the theme of a book, book hunts, quizzes and lots more!

We also have some tasks for you to support us with before the day too, where possible.

We will be running a competition where the children can decorate a wooden spoon as a book character. They can paint, create accessories and costumes for it. If your child would like to enter, they need to bring their wooden spoon character with them on World Book Day with their name and class attached on to it. The reading ambassadors will be helping to judge the winning spoon. We will have a winner in each year group. I have attached some examples to inspire you:



Last year, we held a book swap which proved to be extremely successful. We have decided to do it again this year. We are inviting the children to bring in a book, which they no longer want, and swap it with one of their peers. This is a great way for the children to take home a 'new' book. If you would prefer not to participate, that is fine.

Your support is extremely appreciated in making this event such a positive day. Both the staff and children look forward to celebrating reading on Thursday 5th March!

Happy costume hunting and spoon making!

Kind regards,

Mrs Sarah Landstrom

Year 5 Class Teacher and Reading Subject Lead

## Class News

### Cygnets and Pufflings

Reception have had a fantastic and very busy final week of half term - well done for all the hard work! We have enjoyed learning about Mental Health Week, the children have thought about safe places and people in their lives. We have linked this to our Drawing Club story, Ruby's Worry, and understand how important it is to talk to someone if you feel worried. On Tuesday it was Internet Safety Day and we looked at how to safely use a smart speaker - please ask your children what they have learnt! This week we have also spent time thinking about Chinese New Year, we have looked at how this is celebrated and what it means within Chinese culture. The children are in need of a rest after such a busy week! We hope you all have a lovely half term. Reception Team

### Goldfinches and Woodpeckers

What a wonderful and busy half term it has been in Year 1! The children have worked incredibly hard across all subjects and should feel very proud of how much they have achieved.

In Maths, we have now completed our unit on addition and subtraction within 20. The children have shown fantastic determination when using different strategies to solve number problems, and their confidence has grown brilliantly.

In Phonics, everyone has been putting in great effort to strengthen their sounds and blending skills. Please continue to support this over the half term by enjoying plenty of reading together—every little bit makes a big difference!

In Literacy, we have been writing full sentences inspired by *Where the Wild Things Are*. The children have really enjoyed exploring the characters and using their imaginations to bring their writing to life.

In Music, we wrapped up our work on tempo through the story of *The Snail and the Mouse*, learning how music can move fast or slow to match a character's journey. Meanwhile, in WCR, we finished our unit on poetry, ending with a fun and lively poem all about pirates!

### Owls and Robins

A fantastic final week in Year 2!

This week in literacy the children have been busy creating their own set of instructions on how to build a habitat! We have been so impressed by the children's creativity, handwriting and use of commands!

In Maths, we have finished our unit on money. The children have been adding with money and finding change.

In Science, the children looked at different food chains before creating their own. They also demonstrated their knowledge of our topic as a whole in their end of unit assessment.

In PSHE, they were looking at our “No Outsiders” - Errol’s Garden. The children thought about different the strengths people have and chose who they would respectfully ask to help them if they were to create a garden. The children also worked together in small groups to design their own, accessible garden.

In Whole Class Reading, the children have been looking at another Revolting Rhyme by Roald Dahl - Goldilocks! The children have: considered vocabulary; explained similarities and differences between the rhyme and the traditional tale of Goldilocks and The Three Bears; and have made predictions!

The children thoroughly enjoyed completing some work for Safer Internet Day on Tuesday. The children had a talk from the Junior Safety Officers and then thought about how to use AI safely!

One of the weeks highlights was RE where, as part of our Islam topic, many children enjoyed visiting the Mosque! The children who did not attend the visit, also got to learn more about Mosques and completed some fantastic work on this, in school!

Finally, as part of Children’s Mental Health Week the children have enjoyed: the bake sale on Tuesday, today’s “Come as Yourself Day” and creating some class work on “belonging”.

Enjoy the well-deserved rest over half-term, Year 2! We can’t wait to welcome you back on Monday 23rd!

## Sandpipers and Moorhens

This week in Year 3 has been incredibly busy and full of fantastic learning! In Literacy, the children completed their Hot Write, creating their own magical potion recipes. They impressed us all with a fantastic plethora of new vocabulary and excellent descriptive features to enhance their writing. In Maths, we have continued exploring length, confidently converting between millimetres, centimetres and metres before adding and subtracting different lengths. In History, we delved into the world of the Roman army, learning some Latin commands, discussing why the Romans were so successful and exploring the lasting legacy they left behind, particularly their impact on British history. The children also took part in important internet safety activities, where they learned how to spot the difference between AI-generated and real images, why we must be mindful when using AI, and how to stay safe online. In Science, we conducted an exciting soil experiment to investigate which type of soil was the most and least permeable. Using funnels, filter paper and different soil

samples, the children carefully measured how much water passed through over a set amount of time. They listened brilliantly to the instructions and worked hard to ensure it was a fair test. Well done, Year 3, for such a wonderful week of learning — enjoy a well-deserved and restful half term!

## Kingfishers and Lapwings

This week in Maths, we began an exciting new topic on length and perimeter. The Year 4 children are now confident in understanding the difference between perimeter and area, and can successfully calculate the perimeter of rectilinear shapes. We have been really impressed with their growing mathematical reasoning skills.

In Computing, we explored the fascinating world of stop motion animation. We watched clips from *Wallace and Gromit* to understand how this detailed technique is created. The children were amazed to learn that some simple scenes can take over a year to produce — and that a full film can take up to ten years! Inspired by this, we created our own stop motion animations. It has been a fantastic unit, and the class has thoroughly enjoyed their computing lessons this half term.

In Science, we have been learning about the environmental impact of human activity on our planet. We discussed river pollution, the effects of global warming and climate change, and the growing problem of plastic pollution in our oceans. The children showed great thoughtfulness and maturity during these important discussions.

In PSHE, we completed our *No Outsiders* book for this half term and created some wonderful posters celebrating how everyone is unique — and why being different is something to celebrate. During a practical lesson, each child was assigned a colour group with different rules. The “blue” group felt frustrated when the “red” group were allowed more freedom. This helped us explore feelings of fairness, equality and inclusion in a meaningful way.

In Literacy, we have been analysing our new text linked to *Arthur and the Golden Rope*, focusing on Eleanor the Explorer. After half term, we are looking forward to writing our very own myth narratives.

In Whole Class Reading, we have been enjoying *Varjak Paw*. The children have loved getting to know the characters, and we are all eager to continue the story next half term to discover how it ends!

## Kestrels and Red Kites

This week in maths, we have shifted our focus to fractions and decimals. We have been looking at the relationship between them both. The children have been learning about numbers with up to three decimal places.

In literacy, we finished writing our bargain letters. The children used some excellent persuasive language features and work hard not to write too much - they were learning not to over complicate their ideas.

In music, we had great fun using the instruments to create our own call and response rhythms. During *No Outsiders*, we used the book 'Leaf' to discuss differences and how they can be positive. In RE, we thought about our own commitments and how these will change as we get older. During WCR, the children in Kestrels have finished reading *Holes* whilst Kites have read *Room 13*. Both stories captured the children's imagination. They thoroughly enjoyed them both. In history, we concluded our Tudor unit by looking at Tudor possessions and the value of them. Both classes had their final woodland sessions this week. They were wet and muddy - just what the children love! We have really enjoyed our time in the woodland - thank you to Mrs Moses and Miss Camm for supporting us!

We thoroughly enjoyed listening to the junior safety officers on Tuesday for internet safety day. We explored AI and how images can be manipulated for fun but also the negatives of this. The children have enjoyed children's mental health week too. The cake sale went down extremely well. We have enjoyed playing games with classmates and looking at who makes us feel safe and happy. We finished the week in our own clothes that reflect our personalities.

Kestrels said goodbye to Miss Dawson today, our student teacher who has been with us since October. The children have really enjoyed her supporting our class and we wish her lots of luck as she completes her teaching degree.

We hope that you all have a wonderful half term. Enjoy the break and see you all in a week!

## Eagles and Hawks

Year 6 have had an incredibly hardworking and rewarding end to the half term. Over the past week, the children have been exploring a wide range of subjects with real focus and enthusiasm. Teachers working with Year 6 have been especially impressed by the maturity and determination shown as the children tackled past SATs papers, applying themselves brilliantly and showing a clear commitment to improving their skills.

In Maths, the children have been deepening their understanding of ratio, including work on scale factors and enlarging shapes. Their problem-solving skills have really shone through. In History, they imagined what it might have been like if Henry VIII had visited Sandbach on a

Royal Progress and produced engaging newspaper reports capturing the excitement and spectacle of such an event. In Music, the class have been studying film soundtracks, exploring how composers use music to convey mood and enhance on-screen action, which has sparked some thoughtful discussions and creative listening.

For Safer Internet Day, the children explored the role of AI in everyday life and considered how it could be used to make our school more sustainable. Their ideas were thoughtful, imaginative, and forward-thinking. In Art, they were inspired by the work of Austrian artist and architect Friedensreich Hundertwasser, learning about creativity in architecture and experimenting with bold, expressive design. We wish all of Year 6 a very enjoyable and well-deserved half term break.

## Praise

### Reception & Key Stage One

Class	Name	Reason
Reception	Sophie	For always being ready to learn and a role model to others with her behaviour.
Reception	Phoebe	For trying hard across all areas of her learning.
Goldfinches	Hugo	For always being polite and using his manners.
Goldfinches	Dexter	For showing great motivation when completing pieces of work this week.
Woodpeckers	Amelie	For excellent progress with her reading and now moved off Phonics.
Woodpeckers	Hadley	For excellent progress with her reading and now moved off Phonics.
Woodpeckers	James	For excellent progress with his reading and now moved off Phonics.
Owls	Rita	For showing resilience, skill and creativity when independently making a pouch in DT!
Owls	Emmy	For a fantastic piece of writing in Literacy!
Robins	Kit	For great sewing skills to create a pouch.
Robins	Georgina	For great sewing skills to create a pouch.

Key Stage Two

Sandpipers	George	For always being positive and trying so hard with measure this week in math's lessons.
Sandpipers	Finley	For working hard to improve his handwriting and presentation in Literacy lessons.
Moorhens	Sophia	For always showing kindness to all and being a role model for supporting others mental health.
Moorhens	Daisy	For always showing kindness to all and being a role model for supporting others mental health.
Kingfishers	Jenson	For having a brilliant attitude and working hard with his reading and completing his first AR quiz.
Kingfishers	Felicity	For her fantastic ideas in her setting description in Literacy. Keep up the hard work.
Lapwings	Harper & Maisie	For writing an amazing verse to complete a song in our PSHE, and then coming to the front and performing it, by singing this to the class. They were so brave doing this, and their final song was excellent and really fulfilled the learning from our PSHE lesson.
Lapwings	Louie	For having the brightest smile and being such a kind and considerate boy! Louie regularly comes up to me at the end of a lesson, thanks me for teaching him and tells me how much he loved that lesson, which is just the loveliest way to finish a lesson, so thank you!
Kestrels	Henry	For excellent engagement during WCR lessons - your enthusiasm has been a joy to watch! Well done!
Kestrels	Lily	For working extremely hard on her hot write bargain letter. Well done!
Red Kites	Sophia	For showing incredible resilience and determination towards her learning - well done!
Red Kites	James	For showing a brilliant attitude towards his learning - well done!
Hawks	Rowan	For approaching his mock SATs this week with a positive attitude and for effort with his writing this week. Well done, Rowan!
Hawks	Henry	For a mature approach to his mock SATs this week and for pushing himself to improve his handwriting. Well done, Henry!
Eagles	Oscar	For super problem-solving skills involving ratio and proportion.
Eagles	Grace	For fantastic work and effort in all subjects, particularly with her spelling practice at home.

## The Hive

At the end of a busy term the children have been eager to share their achievements and exciting news of their expected adventures in the half term break.

In the hall this week the children have been creative with the Straw game, lots of design builds have been constructed. The children have enjoyed have this extra space in the hall at the end of this term to play roleplay games and construction activities.

In the KS1 room the children have been challenged with jigsaws and Lego activities.

We have also managed a few sessions with small groups of children outdoors, hopefully the weather will be kind to us all next term and more time can be spent outdoors.

The Hive Praise this week is awarded to Emilia and Riley for inspiring others with their creative ideas.

Have a lovely Half Term holiday.

## FOWS NEWSLETTER

### Dates for your diary

#### **Friday 13th March**

Non uniform day in exchange for a chocolate donation

#### **Thursday 19th March**

#### **Chocolate Bingo!**

Two sittings available - 4.30-5.45pm and 6.15-7.30pm

Tickets will be on sale after half term

We hope to see you at our next meeting on **Thursday 5th March at 8pm**, held at **Barchetta**



From the whole team here at FOWS, we hope you have a wonderful half term break and see you in the spring!

Kind regards,

**Lisa Sumner**

Chairperson

[fowscontact@gmail.com](mailto:fowscontact@gmail.com)



## Free School Meals

Please find below the link to apply for Free School Meals. If you do qualify for this it covers lots more than just the school meals therefore it may be worth taking a look.

[https://www.cheshireeast.gov.uk/schools/school-meals/free\\_school\\_meals.aspx](https://www.cheshireeast.gov.uk/schools/school-meals/free_school_meals.aspx)

## New Spring Term Menu

Dates	Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
W/C: 23.02.2026, 09.03.2026, 23.03.2026.	Main Choice	Chicken Curry served with Rice & Naan Bread	Lasagne served with Garlic Bread	Roast Chicken Breast served with Roast Potatoes, Vegetables & Gravy	Sausage Roll served with Mash, Vegetables & Gravy	Cheese & Tomato Pizza served with Chips & Vegetables
	Vegetarian Choice	Vegetable Curry served with Rice & Naan Bread	Vegetable Lasagne served with Garlic Bread	Vegan Fillet served with Roast Potatoes, Vegetables & Gravy	Vegan Sausage Roll served with Mash, Vegetables & Gravy	Vegan Pizza served with Chips & Vegetables
	Jacket Potato	Cheese	Tuna	Beans	Cheese	Beans
	Sandwich	Tuna Wrap	Chicken Sandwich	Tuna Sandwich	Ham Wrap	Cheese Sandwich
	Dessert	Homemade Cake or Fresh Fruit	Homemade Biscuit or Fresh Fruit	Homemade Cake or Fresh Fruit	Homemade Biscuit or Fresh Fruit	Homemade Biscuit or Fresh Fruit

Dates	Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
W/C: 02.03.2026, 16.03.2026.	Main Choice	Chicken Goujon served with Wedges & Vegetables	Mac & Cheese served with Garlic Bread & Vegetables	Cottage Pie served with Vegetables	Fish Goujons served with Chips & Vegetables	Beef Burger served with Wedges & Vegetables
	Vegetarian Choice	Vegan Dippers served with Wedges & Vegetables	Tomato Pasta served with Garlic Bread & Vegetables	Quorn Cottage Pie served with Vegetables	Veggie Fingers served with Chips & Vegetables	Southern Fried Vegan Burger served with Wedges & Vegetables
	Jacket Potato	Beans	Tuna	Cheese & Beans	Beans	Cheese
	Sandwich	Ham Sandwich	Cheese Wrap	Tuna Sandwich	Cheese Sandwich	Chicken Wrap
	Dessert	Homemade Cake or Fresh Fruit	Homemade Biscuit or Fresh Fruit	Homemade Cake or Fresh Fruit	Homemade Biscuit or Fresh Fruit	Homemade Cake or Fresh Fruit

All cakes, biscuits and pizza bases are homemade on the premises  
All meat and poultry products are supplied fresh by Anderton's Butchers

## NHS – Neurodiversity Support Pathway

Please find below a link to the Neurodiversity Support Pathway. This is where support is available for families of children and young people who may be neurodivergent.

<https://www.cheshireandmerseyside.nhs.uk/your-place/cheshire-east/neurodiversity-support-pathway>

## Autism Family Support Service



### You Are Not Alone Drop-in

Every 1<sup>st</sup> Tuesday of the month - 7.00pm - 8.30pm

A free monthly online drop-in for parents & carers

The **You Are Not Alone** community is a friendly and safe space run by Erik & Sally Wagter where you can come and learn about autism & PDA, ask questions, connect with like-minded people or simply listen and learn from other people's conversations.



In this community we talk about all sorts of things such as:

- helping your child regulate their emotions & feelings (meltdowns etc)
- understanding autism and PDA
- navigating school and EHCPs
- Supporting your child with friendships
- understanding and managing challenging behaviour
- managing sensory needs
- developing a positive relationship with your child (family dynamics)
- exploring EOTAS or home education
- looking after your wellbeing
- and so much more



#### Here's what parents have said:

*'My husband Jamie was saying that in the last few sessions, he has learned so much more about autism and PDA than he has over the past year' - Jo (parent)*

*'Thank you so much for the group this evening. I can't tell you how grateful I feel and I really do feel less alone and more validated. My hope is back' - Louise (parent)*

The You Are Not Alone drop-in is a service delivered by  
[www.autismfamilysupportservice.com](http://www.autismfamilysupportservice.com)

If you would like to join the **next drop-in**, please send an email to [team@youarenotalone.community](mailto:team@youarenotalone.community) and we will send you the **Zoom** link.



## Attendance & Morning Drop-Off Reminder

We kindly remind all parents and carers of the following morning routines and attendance expectations:

- **Gates open at 8:30am**
- **Classroom doors open at 8:35am**
- **The register is taken at 8:45am**

Pupils arriving **after 8:45am** will be marked as **late**.

Arrivals **after 9:15am** will be recorded as an **unauthorised absence**, as in line with our attendance policy.

All absences **must be reported by 9:30am on the day of absence**. Please contact the school office directly to inform us.

Thank you for your continued support in helping us maintain excellent attendance and punctuality.

**Please note that the school car park is designated for staff and deliveries only. It should not be used for dropping off children who arrive late. This helps ensure safety and smooth operations during school hours.**

**Thank you for your cooperation and understanding.**

## Community News



## After School Clubs



### Dodgeball

Tuesday  
Yr 3-6  
24.02.26 - 24.03.26  
3:15 - 4:15  
£30 (5 weeks)

### Ball Games

Thursday  
Rec - Yr 2  
26.02.26 - 19.03.26  
3:15 - 4:15  
£24 (4 weeks)

Please click [HERE](#) to book HT4

 [info@sportscoachinggroup.co.uk](mailto:info@sportscoachinggroup.co.uk)  
 01270 449770  
 [sportscoachinggroup.co.uk](http://sportscoachinggroup.co.uk)



**Trentham SCHOOL DISCOUNT**

Get **20% OFF** grandstand and ringside tickets with code:

**SCHOOLS26**

Not valid on opening night. Code to be used in conjunction with any other offer and is valid until

**K-POP DRAGON CIRCUS**



## CUSTOM MADE MAGNETS

At Moments That Stick, we turn your memories into beautiful, lasting keepsakes with custom photo magnets designed to be cherished forever.

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- Milestone Achievements

SCAN TO SHOP





**RSPCA LEAD WORKSHOP,**  
**FEBRUARY HALF TERM 18TH AND**  
**19TH FEBRUARY**

**RSPCA**

**Join us for some animal fun!**  
**Activities, based around The Great British Spring Clean**  
**10am - 3pm (2.30pm last entry)**



**The Great British Spring Clean 2026**

21 MARCH TO 6 APRIL

 **Nantwich Museum**

 **RSPCA**

 **Save our wildlife,  
keep our  
community clean.**





**Start for Life Journey**  
Cheshire East Council

**BEST START IN LIFE**

**Family hub**  
Together for you

### HENRY 4 Week Programme

Give your child the Best Start in Life.

Would you like to transform family life and create healthier, happier futures for your children?

This holistic approach supports families to make sustainable changes that benefit physical health, emotional well-being, and strong family relationships. It's recommended that parents/carers attend all 4 workshops to gain the most from the programme but we know this isn't always possible.

To learn more about the content of each workshop or to register for this FREE 4 week programme; contact your local family hub on 01270 371240 or 01270 371250 or pass your details onto the school reception.

<b>Cledford Primary School</b> 13 George VI Ave, Middlewich, CW10 0DD	<p><b>Session 1:</b> 19th January 1:30-3:00 <u>Looking after ourselves</u></p> <p><b>Session 2:</b> 26th January 1:30-3:00 <u>Family guidelines and choices</u></p> <p><b>Session 3:</b> 2nd February 1:30-3:00 <u>Let's get active</u></p> <p><b>Session 4:</b> 9th February 1:30-3:00 <u>Understanding children's behaviour</u></p>
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**henry**  
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HM Government 

**Think pharmacy first**

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Pharmacists can now provide treatment or some prescription medicine, if needed, for seven common conditions, without having to see a GP.

Each condition is subject to age eligibility when providing prescription medicine:

Condition	Age eligibility
UTI	16-64 years
Sinusitis	12 years and over
Earache	1-17 years
Sore throat	5 years and over
Shingles	18 years and over
Impetigo	1 year and over
Infected Insect Bite	1 year and over

Find out more, [nhs.uk/thinkpharmacyfirst](http://nhs.uk/thinkpharmacyfirst)

