



### Headteacher Update

You may be aware from media coverage that the National Education Union (NEU) have declared strike action, which will take place on Wednesday the 1st of February. The strike is happening because of a national dispute between the unions and the government and not because of any issues at our school. I sent a letter to all parents on Friday 27th January, explaining our partial school closure, please see the school website for details.

The staff have not taken the decision to strike lightly. A number of staff wanted to let you know that their decision is based on the following: *"I am following union guidance to strike as I believe that the government should fund staff pay rises and not take it from children's pockets."* *"I am striking because the funding for schools has not kept in line with rising costs and I am worried that our children including those with SEND are not getting the educational experiences they deserve"*

I'm sorry that you will have to make alternative arrangements for your child at short notice, and that they will experience disruption to their education. I would like to say thank you for all of the positive messages and notes of support that we have received. It is greatly appreciated.

We will continue to work closely with the teaching unions to keep up to date with the situation, and I will inform you as soon as possible if arrangements change for future potential strike dates.

Miss Read  
Headteacher

### Parental Concerns

If you have a concern and you would like to speak to a member of staff please take the following steps:

1. Speak to the **Class Teacher** (In person, email or phone call)

**Issue not resolved**

2. Raise your concern with a member of the **Senior Leadership Team** by contacting the school office [office@homefield.norfolk.sch.uk](mailto:office@homefield.norfolk.sch.uk) or call 01493 661691

**Issue not resolved**

3. Raise your concern with the **Headteacher - Miss Read** by contacting the school office [office@homefield.norfolk.sch.uk](mailto:office@homefield.norfolk.sch.uk) or call 01493 661691

Please do not email directly to Miss Read, this will ensure that you receive a timely response

### Breakfast and After School Club

Just a reminder about After School and Breakfast Clubs. Please book sessions two days in advance. In the unfortunate event of needing to cancel a session, I am pleased to advise that we can refund payment if we are given 48 hours notice. A full refund will be given if your child is unwell on a day they are booked in.

### Attendance Matters

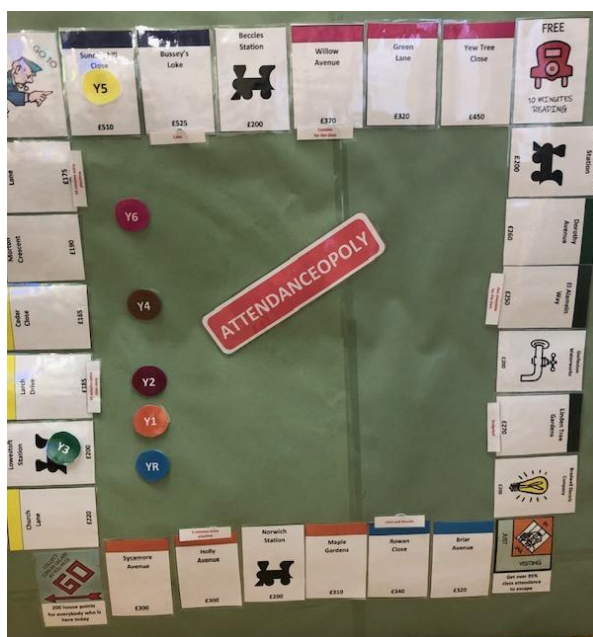
#### Attendance Letters

I know that some of you don't like receiving our attendance letters. However, please understand that it is our duty to ensure children attend school regularly and on time. Attendance at Homefield is too low and until it has improved we will continue to send out letters each half term. Please be aware that the attendance figure shared in the letter includes authorised absence for illness. I would suggest that if you

know that your child has had a one off illness such as Strep A or Covid and that they normally have excellent attendance, you overlook the letter knowing that it will be better next time. We need to use the same system for everyone to avoid any risk of inequality.

## Attendanceopoly

This term, we have launched Attendanceopoly. In our collective worship on Monday's, we celebrate the attendance of the previous week. Every class who have collectively achieved 95% or more has a chance to roll the dice and move around the board, collecting team points and whole-class treats. Year 5 and Year 3 are already off and we hope the other classes will be joining them soon.



Our attendance target	95%
Our attendance from Sept 2022	91.8%
Number of unauthorised days absence so far this term	32 days

There are **190** school days within the year; please ensure that you book your family holidays in the other **175** days. Term time holidays will not be agreed unless there are clear **exceptional circumstances**.

## Parent Survey - You said, We are doing

Thank you to all parents who took part in our parent survey last term. Your views and comments are important to us, and while the feedback was overwhelmingly positive, there will always be ways in which we can improve how we work together for the children. Here are the headlines from the recent survey:

'My child feels safe at school' - 100% agree or strongly agree

'My child is happy at school' - 98.6% agree or strongly agree with 1.4% don't know

'My child does well at this school' - 97.3% agree or strongly agree with 2.7% don't know

'School makes sure its pupils are well behaved' - 97.3% agree or strongly agree with 1.4% don't know

'I would recommend this school to another parent' - 97.3% agree or strongly agree



'School supports my child's wider personal development' - 79.5% agree or strongly agree, 16.4% don't know

'School makes me aware of what my child will learn during the year' - 79.4% agree or strongly agree

Hopefully you have now received your child(ren)'s curriculum overview for this half term and these will be sent on a half termly basis. Regular updates from each class are now also posted onto the school's Facebook page so you can see the curriculum in action. We are also undertaking a review of our curriculum offer, including RSHE/PSHE, and further information will be available over the coming months.

'My child can take part in clubs and activities at this school' - 75.4% agree or strongly agree

Thank you for your comments on this aspect of school life, which centred around availability of clubs for younger pupils and provision of clubs which are not sport related. Miss Clark has started a Dance club for younger children and we are currently trying to source other clubs from outside providers. If you have any recommendations please email [office@homefield.norfolk.sch.uk](mailto:office@homefield.norfolk.sch.uk)

### Pupil Survey

Just before the end of last term, our pupils also participated in a survey the results of which you can see below. We want all children to feel confident in all areas which relate to their safety and wellbeing at school and these are the actions we are taking:

- ★ Jigsaw - We have invested in Jigsaw, a whole-school approach to the RSHE curriculum, and will be rolling it out to classes next half term (see more information later in the newsletter)  
*"Not only does Jigsaw meet all statutory RSHE requirements, but it also elevates educational outcomes together with mental health and safeguarding."*
- ★ For those children who find it difficult to bring up concerns directly with an adult, we are introducing confidential 'Tell Me' boxes in all classrooms.
- ★ While children are able to raise any concerns with any adult in school, we are going to emphasise our high five, 🙌 so the children can list 5 adults they feel confident to talk to.
- ★ After discussions with the school council and house captains, we are buying some new playground equipment and looking at how we can provide some lunchtime clubs. The gazebo will be dismantled over half term to make way for a dedicated play area...watch this space.



	Yes	Not sure
I feel safe in school.	81.9%	16.7%
My teachers make me feel safe	87.5%	11.8%
I know who to speak to if I'm upset or unhappy at school.	71.5%	21.5%
I learn about how to be healthy.	77.1%	21.5%
I learn how to play with others.	87.5%	11.8%
My teachers care for me.	86.8%	12.5%
My school teaches me how to be safe.	88.9%	11.1%
My school teaches me how to be safe online.	80.6%	16.7%
My school teaches me about healthy relationships.	75.7%	20.8%
My school teaches me about caring friendships.	87.5%	10.4%

### What do you like about our school?

'That i have made very nice friends because there is very nice children'  
 'All the teachers help you and make sure youre happy'  
 'They are helpful and joyful i made alot of friends'  
 'It's a friendly school'  
 'We do lots of learning and I like when Miss Everett reads us a book'  
 'Learning about everything, being on the superstar board and I'm on fire and I like being at school as my teachers are always kind'  
 'That it cares about everyone'  
 'To get to play and have fun with other people.'  
 'Everybody is really friendly.'

### How can we make our school better?

'Add more things that we can play at break and lunch'  
 'By maybe getting a bit more equipment at play'  
 'By providing more clubs'  
 'More bins and do better things for the environment'  
 'That is really hard to explain because the school is already really good so I just want to say is to keep it this way'  
 'Have more aquitmant'  
 'Helping the schools property by making it bigger'  
 'Make greener grass and mark out a football pitch'  
 'To by sustainabilite'  
 'Not wasting food'  
 'more digital work'  
 'More chances to do cooking'  
 'make the forest available to play in at lunch and for ks2 more food in hot dinners'

## Reading at Home



### Have you downloaded the BoomReader Parents App yet?

Please let us know via your child's class teacher if you need any help in using the BoomReader app to support your child(ren)'s reading at home.

Well done to the following children who have logged the most reading in their class so far this year:

YR - Samuel Dudley  
 Y1 - Freddie Bensley  
 Y2 - Tate Anderson  
 Y3 - Alexis Dudley  
 Y4 - Pixie Davison  
 Y5 - Amelia Drummee  
 Y6 - Logan Rose

Our expectation is that children will read/share books at least 4 times per week and these are the percentages of children in each class who have done so this week.



YR - 23%  
Y1 - 12%  
Y2 - 10%  
Y3 - 13%  
**Y4 - 26%**  
Y5 - 16%  
Y6 - 9%

### PTA

Our fantastic volunteers in the PTA are busy organising events for the Spring Term for the children and community to enjoy whilst raising much needed funds for school. You can see what's coming up below. Currently, we are raising funds to develop the school library into a relaxing and engaging space, filled with books to excite and enthral children of all ages, whatever their interests.

If you are able to help out at any of the events or want to get more involved in the PTA, please get in touch or join us at the next meeting on 20th February at 3:15.

#### Save the Dates:

**9th February - Valentine's Disco**  
**28th February - Book Fair**  
**Date tbc - Mothers' Day Shop**  
**17th March - Comic Relief non-uniform**  
**24th March - Non-uniform day for Easter Egg donations**  
**Date tbc - Sponsored Easter Bunny Hop**  
**31st March - Easter Egg Raffle**

### Safeguarding

We are getting an increasing amount of issues coming into school from WhatsApp groups. The teaching staff are having to use valuable learning time to deal with these matters. We would really appreciate your support with this; please have a look at this useful guide.



At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on an app of many which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

## What Parents & Carers Need to Know About WHATSAPP

WhatsApp is the world's most popular messaging service, with around two billion users exchanging texts, photos, videos and documents, and making voice and video calls. The app offers end-to-end encryption, meaning messages can only be read by the sender and the recipient(s). Not even WhatsApp can read them. Updates to its privacy policy in 2021 reportedly caused millions of users to leave the app. But the new policy was widely misinterpreted: it only related to WhatsApp's business features, not to personal messages.

**16+**  
in UK & EU;  
12+ rest of world.

### Prize Scams

WhatsApp users occasionally receive messages from unauthorised third parties or fraudsters pretending to offer prizes – encouraging recipients to click a link to win. A common scam involves a warning that someone's WhatsApp subscription has run out, claiming to lure them into disclosing payment details. Other scams include instructions to forward a message to earn a gift or reward.

### Enabling Fake News

WhatsApp has unfortunately been linked to accelerating the spread of dangerous rumours. In India, some outbreaks of mob violence were reported to have been sparked by false allegations shared on the app. WhatsApp itself took steps to prevent its users circulating hazardous theories and speculation in the early weeks of the Covid-19 pandemic.

### Connections with Strangers

To start a WhatsApp chat, you need the mobile number of the person you want to message (they also need to have the app). WhatsApp can also access the address book on someone's device and recognise which of their contacts use WhatsApp. If your child has given their mobile number to somebody they don't know, that person could then use it to get in touch via WhatsApp.

### Disappearing Messages

With 'disappearing messages', users can send messages that vanish from WhatsApp after seven days. A new feature also erases photos and videos from chats after they've been viewed. These files can't be saved or forwarded on, making monitoring what children are discussing problematic – and if someone sent your child an inappropriate message, it would be difficult to prove. Content can be reported to WhatsApp, however: ensure your child knows how to do this.

### 'Only Admins' and Cyberbullying

Group chats and video calls are great for connecting with multiple people in WhatsApp, but there is always the potential for someone's feelings to be hurt by an unkind comment or joke. The 'only admins' feature gives the admin(s) of a group control over who can send messages. They can, for example, block people from posting in a chat, which could make a child feel excluded and upset.

### Live Location Sharing

The 'live location' feature lets users share their current whereabouts, allowing friends to see their movements. WhatsApp describes it as a 'simple and secure way to let people know where you are.' Indeed, it is a useful method for a child to let loved ones know they are safe. But if your child is in a chat with people they don't know, it means they will be exposing their location to them, too.

### Advice for Parents & Carers

#### Report Potential Scams

Advise your child not to engage with any message that looks suspicious or too good to be true. When your child receives a message from an unknown number for the first time, they will be given the option to report that number as spam. They can also report a contact or a group as spam by tapping on the contact or group name to open their profile and scrolling down to 'report spam'.

#### Explain about Blocking

If your child receives spam or offensive messages, calls or files from a contact, they should block them. Communication from a blocked contact won't show up on their device and stays undelivered. Blocking someone does not remove them from your child's contact list – they would also need to be deleted from the device's address book. The option to block someone is on their contact info screen.

#### Create a Safe Profile

Even though someone would need your child's phone number to add them as a contact, as an extra precaution it's worth altering your young one's profile settings to restrict who can see their photo and status. The options are 'everyone', 'my contacts' and 'nobody'. Choosing one of the latter two ensures their profile is protected.

#### Leave a Group

If your child is part of a group chat that makes them feel uncomfortable, or has been added to a group that they no longer want to be part of, show them how to use the group's settings to leave. If anyone were to add a group, the admin can add them back in once. If they leave a second time, it is permanent.

#### Use Location Features Sparingly

If your child needs to use 'live location' to show you or their friends where they are, advise them to share their location only for as long as they need to. WhatsApp gives 'live location' options of 15 minutes, one hour or eight hours. However, your child can manually choose to stop sharing their position at any time.

#### Delete Accidental Messages

If your child has posted a message in the wrong chat or sent a message that they immediately regret, they can delete it. Tap and hold on the message, choose 'delete' and then 'delete for everyone.' WhatsApp allows seven minutes to delete a message after it's sent – but it's important to remember that recipients may have seen (and taken a screenshot of) a message before it was deleted.

#### Fact-Check Messages

You can now fact-check messages that have been forwarded at least five times in WhatsApp, by double-tapping the magnifying glass icon to the right of the message. From there, your child can launch a Google search and decide for themselves whether the message was accurate or not. It's a good way to encourage young people to question things they see online.

### Meet Our Expert

Parveen Kaur is a social media expert and digital media consultant who is passionate about improving digital literacy for parents and children. She has extensive experience in the social media arena and is the founder of [www.parveenkaur.com](http://www.parveenkaur.com). Click a web resource that helps parents and children thrive in a digital world.

**NOS**  
**National Online Safety**  
**#WakeUpWednesday**

[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) @natonlinesafety /NationalOnlineSafety @nationalonlinesafety

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## Learning Round up

### PSHE & RSE



We are delighted to be launching Jigsaw after half term with the children. Jigsaw is a whole school PSHE and RSE curriculum. It is centred around the child, and offers children a mindful approach to PSHE equipping them with the skills to lead a safer and happier life. Jigsaw really champions children's wellbeing and helps them to develop their own emotional literacy. Further information about the resource and curriculum content can be found on our school website under the Curriculum tab. A parents' session will also be planned during the second half of the Spring Term.

### Nursery

We were excited to welcome our new children and their families into Nursery after Christmas. They have settled in brilliantly to our Homefield 'family' and have been well looked after by our existing Nursery children.

We are grateful to have received some puddle suits and these have been invaluable during the period of wet weather. The children soon discovered that the suits increase their speed on the slide....considerably faster!

Our 'Block play' is developing well and the children are experimenting with new techniques to build and balance. We have also seen some fantastic teamwork where children have worked together on their creations.



***My favourite part of the week is introducing our 'Quality Text'. Here are some of the stories we have read and acted out this half-term:***



**Ask your child to tell you about the stories....I think you'll be impressed!**

*As always, we thank you for your continued support and for sharing home learning and family events with us on Tapestry.*

### Reception



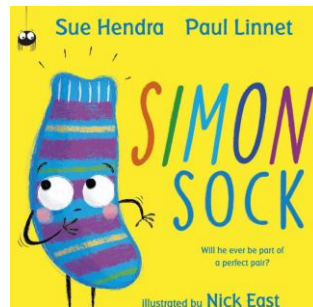
This term has started with us thinking about 'The places we can go' this has led to lots of conversations around holidays, hot and cold countries and modes of transport. The children have enjoyed packing a suitcase and setting up camps to stay in. We had fun learning about animals, which live in hot and cold countries and learnt some Swahili numbers and animal names.



In our phonics, we have begun learning digraph sounds and our writing on the line and letter formation is improving greatly. Our reading is becoming more fluent and lots more of the children are reading regularly at home. If anyone would like to join us as a reading helper please let Mrs Jones know.

In our Maths, we have enjoyed learning lots about the numbers 5-8 and following recipes to help us with weighing and capacity. We used our colour mixing skills at the same time to help us measure and make coloured playdough.

Wednesday 8th February is our next Family cafe and we look forward to seeing lots of you join us for the story of 'Simon's Sock' and some maths activities.



### Year 1

It has been a rather chilly half term in Year 1 as we learn about polar explorers and the polar regions. In History lessons, we have enjoyed learning about Felicity Aston and Matthew Henson. We have learnt about their incredible explorations and compared how different these explorations were.

In Science, we have thought about what polar environments are like and what animals live there. We did some research about penguins and polar bears. It is important that polar explorers eat well but they cannot carry lots in their bags so we have learnt about the types of food they would take with them.

We have been using our experience of a trip to the woods and our knowledge of polar explorers to help us plan and write a recount. We are working hard to use adjectives in our writing and to remember capital letters and full stops.

Some real highlights have been our trip to the woodland area, an email from Felicity Aston answering our questions, playing in our polar explorers' role play area and our church visit with Reverend Steve.







### Year 2

Year 2 have enjoyed using their knowledge of explorers in History last term to help them write Biographies in English this term! We are now experts in the lives of Ernest Shackleton and Amelia Earhart. We are also really focussing on ensuring our handwriting is neat, on the line and has clear finger spaces so that our writing is the best it can be!

In Maths, we have explored 2D and 3D shapes and are now stretching our brains to thinking about multiplication and division. The class are great at spotting and making equal groups to help them with their knowledge of using the 'x' and '÷' symbol in number sentences. We have used arrays to help us do this too - why not ask your child to explain what an array is to you?!



In Science, we have been learning about how to keep our bodies healthy. We learned how exercise is good for our bodies and our minds and tested to see what happened to our heart rate when we exercised! We have also looked at the different foods we need to have a balanced diet and how they help our bodies in different ways. We sorted food into the different food groups and designed our own healthy dinner.



In History, we have learned all about what Great Yarmouth was like in the Victorian times and how seaside holidays have changed. I wonder what differences your child could tell you. We have also thought about how the circus has changed too, particularly looking at how animals were used and treated.

In RE we have been exploring what 'good news' Jesus brings. We have looked at different stories in the New Testament to help us understand that God loves everyone and will always offer forgiveness. We found out that Jesus encourages us to be a friend to everyone and that God can bring us peace when we might be feeling worried or sad.

In Music, we have loved listening to rock music, learning the song 'I Wanna Play in a Band' and playing along with the glockenspiels!





### Year 3

This half term, Year 3 have been reading 'Wolves in the Walls' which is a suspense novel. The children have rewritten the story with all kinds of creatures living in the walls. The children particularly enjoyed an experience day this half term, where they brought their teddies to school to discuss feelings when they hear noises in the night.

In Maths, we completed our unit on multiplication and division, where children were using counters, drawing arrays and partitioning numbers to support them when solving problems. We have now started a unit on measurement; children have been working in pairs to measure items around our classroom, in metres, centimetres and millimetres.

In Science, we have been learning about forces and magnets. Children showed great enthusiasm when exploring what a magnet will attract and repel. We have recently created our own inventions using magnets, one child created magnetic suits for him and his brother, so that they could repel each other when having a disagreement. Another child created a magnetic chair and school trousers, so that they stay in their seat during a lesson!

In History, we have been building our knowledge of the Stone Age, by focusing on changes into the Bronze Age. Children have been learning about the Beaker People, who brought new technology to England from Europe, to help with the production of Bronze. Children have been quizzed on their knowledge each week - ask them to find out what they know! In art, we have focused on prehistoric paintings that were found in caves. Children have recreated their own simplistic drawings of British animals today. We have also made paints from natural materials and spices.



### Year 4

This half term year 4 have been putting their journalism skills to the test; they have written a newspaper report about an animal that has been found on the beach due to plastic pollution. They were able to research different sea creatures and have a better understanding of plastic pollution - where it comes from and how we can help to stop it. They have also dived into a revisit of a persuasive letter, where they are persuading Miss Read to make changes to an area of the school they believe needs updating or adapting - they have impressed the adults in Year 4 with their dedication, vocabulary and writing skills.

The children have had great fun exploring shade and tint; they have composed a still-life drawing and painted using their understanding of shade and tint. We have some great artists in Year 4! We have been displaying our art work in the Y4 corridor and you can clearly see the children's progression and experimentation.

In Science, the children have doubled up on engineering and physics. They have enjoyed using their knowledge of structures to construct safe and secure bridges and towers and they were able to use comparative testing and scientific vocabulary to help answer questions.



In History, the children have been learning all about the Anglo-Saxons - where they were from, who they were and their change of religion. They have been especially interested in finding out about Anglo-Saxon homes and how they lived.

In PE, Mr King has been teaching the children gymnastics skills such as jumps, rolls, balances and travel.

They have really enjoyed this unit and have been putting together sequences to perform.

Year 4 also had the opportunity to do some cross country running; some of the children have been practising stamina and speed with Mr King on Monday and Friday lunchtimes. They've found this challenging but have also enjoyed this time.

### Year 5

We have doubled up in art and science to study a space theme. The children have worked practically in science to find out about the planets in our solar system and their relationship in terms of distance from the Sun. They are finding out about day and night and some famous scientists such as Galileo. In art, we have had an opportunity to trial lots of different media to create prints and space images using a printing technique called collagraph. It has involved at least three stages to build up their printing plate in order to print a background and we will be finishing them off to add our own space images over the top. We will be displaying our art work in the Y5 corridor when it is finished. See a taster below of the art after stage 2 of the process.



We are proud of the children and their swimming achievements. Now that we have a full class of swimmers, we will be seeing how far they can swim in their final lesson where they swim for a distance certificate.





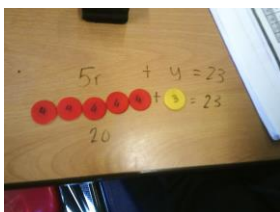
Walking to the pool has been such a lovely thing to do. We now have our time down to 14 minutes and 11 seconds. I can't believe we didn't think of doing this before now; it is a great way to get fit and enjoy some free exercise.

The children have been training for cross-country at lunch time with Mr King on a Monday and a Friday. Even if they have not been selected for the squad they are still welcome to train and get fit in the process. I am proud of the children in their core subjects of maths and English too. In maths, we have been working on multiplication and division. Lots of children have been taking extra maths home to show you what they have been learning about. I can see the improvements, especially with the children who are clearly being supported by you at home; thank you for that. In English, the children have been story writing. They are making progress with their writing skills. It is great to see their enthusiasm for writing. One more writing task before we break for half term will be to write a biography for a fictional character. This is a revisit on the David Attenborough topic to show that they have retained their ability to write to inform.

Thank you for your ongoing support.

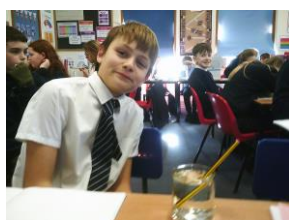
### Year 6

In maths, children have tackled algebra. The entire year 6 team has been blown away by the children's amazingly positive attitude towards the subject. We have used lots of concrete resources which has aided children's understanding. We have now moved on to learning all about decimals. The children's firm understanding of place value has meant we have had a positive start.



In English, we have been very busy. We started the term by writing a recount based on our current class novel 'Letters From The Lighthouse' by Emma Carroll. At the end of the unit, children were all able to independently write personal stories that they could be proud of. We have just completed our newspaper reports that were based on crimes committed in Fairy Tale land - did Humpty Dumpty fall or was he pushed by the King's Men? We have ended the half term by writing letters of complaint based on the book The Day the Crayons Quit. The children have been writing letters of complaint to themselves from their classroom equipment. Glue sticks that have been left lidless, rulers that have been bent to breaking point, etc.

In science, we have been learning all about light and how we see. The children have loved this very practical unit. We have made light mazes, experimented with refraction and used prisms to explore colour.



In PE with Mr King on Fridays, children have been working hard to create gymnastic routines, incorporating: jumps, rolls, balances, turns, etc. With Mrs Warner, we have been improving our hockey skills. So far, children have been working hard to improve their control - focusing on dribbling and passing.





### Mrs Clarke

I have been working with many children over the past month, helping them to name and recognise some big emotions. Our positive behaviour culture enables children to feel supported by staff to work through how they are feeling, we manage the underlying emotion before dealing with the behaviour.

***Think of a child as a house on fire.***

***What you see is the smoke (behaviour)***

***If you pour water on the smoke, you don't deal with the fire (underlying emotion)***

***To support a child to manage their behaviour, we have to teach them about their emotions.***

***To be able to name and recognise them is the first step so we encourage the children to notice physical sensations and link them to an emotion word***



I am always available if you have any concerns around your child's mental health, any worries either at school or at home. If you are struggling financially or need any support please don't hesitate to contact me. If I can't help, I should be able to help signpost you somewhere. I'm excited to go on a 'Solihull' training course next week to broaden my skill set and find out more about child development and attachment.

### Diary Dates

Date	Event	Year Group
Week beginning 6th February	Children's Mental Health Week	Whole School Community
7th February	Safer Internet Day - activities in school	Whole school community
8th February	Yr3/4 Athletics at Lynn Grove	Selected Yr 3 & 4 pupils
9th February	PTA Valentine's Disco	Whole School Community
13th - 17th February	Half-Term Holiday	Whole School Community
20th February	PTA meeting (3:15pm)	Parents/PTA
23rd February	Cross country competition at Bure Park	Selected Yr3-6 pupils
28th February	PTA School Book Fair	Whole School Community



# Homefield C of E Primary School

## Newsletter Spring Term 1 2023



1st March	Potential 2nd Teacher Strike Day	Whole School Community
2nd March	World Book Day details to follow	whole School Community
Week beginning 10th March	National British Science Week - activities in school	Whole School Community
17th March	Comic Relief	Whole School Community
22nd March	Reception Family Cafe	Reception Class
24th March	PTA Non-uniform for Easter Egg donation	Whole School Community
Week beginning 27th March	In person Parent Teacher Conferences	Whole School Community
31st March	PTA Easter Egg Raffle	Whole School Community
31st March	End of Spring Term	Whole School Community
18th April	Start of Summer Term	Whole School Community