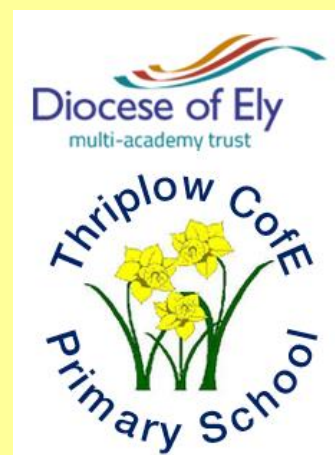


# Thriplow School Newsletter

16<sup>th</sup> January 2026



We have had a very enjoyable week in school. On Wednesday, we were thrilled to discover our first Thriplow School Daffodil which has reminded us on these dark and cold days that Spring is just around the corner.

With that in mind – please take time to look at the sign-up sheet for helping in the Daffodil Weekend tearoom in the hall. This is a significant fundraiser for the school and a really fun occasion to be part of!



The children will also be singing on the Saturday of Daffodil Weekend at 11am. There is a free Saturday ticket for every child that sings plus one adult per family. If you put your name down to volunteer in the school tearoom, you are also entitled to a free ticket for the day that you are volunteering. If you need any tickets for the festival in addition to these, then please note that they sell out quickly and so you will need to make arrangements to purchase tickets when they are on sale.

<https://docs.google.com/spreadsheets/d/1RjvC1Z9HpBZPve8t2we00Jgf6BgLSCg91uBGJS1LJvU/edit?usp=drivesdk>

Congratulations to Oliver N, Emily N, Luna and Arthur for completing the 12 Days of Christmas Reading Challenge!

We have been asked to share this NHS information with parents, which may be helpful for you when faced with the sometimes complex decision as to whether or not you should send your child to school. Do have a read, and I hope it is useful.

[Is my child too ill for school? - NHS](#)

We are considering moving our Celebration Collective Worship from 3pm to 9am on Fridays. From the children's point of view, we feel that this would be a more helpful time for them. Some of our children (for example our youngest children) find last thing on a Friday a struggle and so we are considering different options to make it a more manageable and positive time for all children. I appreciate that change does not suit everyone, but would value your views on this.

I hope you all have a fantastic weekend,

Best wishes,

Lucy



**MAT of  
the Year  
2024**



<https://www.facebook.com/thriplowschool>



<https://x.com/thriplowschool>



<https://www.instagram.com/thriplow.school>

In the same way your light must shine before people, so that they will see the good things you do and praise your Father in heaven. *Matthew 5:16*

**You are the people of God; he loved you and chose you for his own. So then, you must clothe yourselves with kindness. *Colossians 3:12***

20 <sup>th</sup> January	Young Voices
WB 2 <sup>nd</sup> February	Relationships and Sex Education Week
2 <sup>nd</sup> February	New Age Kurling
12 <sup>th</sup> February	Hockey Tournament
24 <sup>th</sup> February	Parent Consultations
26 <sup>th</sup> February	Parent Consultations
March (Date TBC)	Netball tournament
4 <sup>th</sup> March	Year 5/6 girls' football tournament
5 <sup>th</sup> March	World Book Day
WB 9 <sup>th</sup> March	Science Week
17 <sup>th</sup> March	Bees Class Viking Day
18 <sup>th</sup> March	Tag rugby tournament
21 <sup>st</sup> – 22 <sup>nd</sup> March	Daffodil Weekend
26 <sup>th</sup> March	Dragonflies Trip to the British Library
27 <sup>th</sup> April	Year 3/4 Bikeability level 1
WB 11 <sup>th</sup> May	SATS week
WB 18 <sup>th</sup> May	KS2 Residential (Year 5 and 6)
Fortnight beginning 1 <sup>st</sup> June	Multiplication Check fortnight (Year 4)
5 <sup>th</sup> June	DEMAT Art Exhibition
WB 8 <sup>th</sup> June	Phonics Screening check week (Year 1)
WB 15 <sup>th</sup> June	Poetry Recital Competition
24 <sup>th</sup> June	Sports day (First thing – will finish 11.15ish)

## Term Dates 2025/2026

Spring Term	
<b>INSET Day</b>	<b>Friday 13<sup>th</sup> February</b>
Half Term	Monday 16 <sup>th</sup> February – Friday 20 <sup>th</sup> February
End of Term	Friday 27 <sup>th</sup> March

Summer Term	
Start of Term	Monday 13 <sup>th</sup> April
<b>Bank Holiday</b>	<b>Monday 4<sup>th</sup> May</b>
Half Term	Monday 25 <sup>th</sup> May – Friday 29 <sup>th</sup> May
<b>INSET Day</b>	<b>Monday 1<sup>st</sup> June</b>
End of Term	Friday 17 <sup>th</sup> July
<b>INSET Day</b>	<b>Monday 20<sup>th</sup> July</b>



## Safeguarding at Thriplow

Lucy How and Melissa Hardege are the designated safeguarding leads at Thriplow School.

If you have a concern about a child, please come and speak to or email either of us. Alternatively please speak to any member of staff who will be able to pass on information.

If you feel that a child is at immediate risk of harm you can access further advice and guidance [here](#).

<https://www.cambridgeshire.gov.uk/residents/children-and-families/children-s-social-care/safeguarding-children-and-child-protection>

If you would like to donate a book to our library to celebrate your child's birthday, then we would be so grateful. Please follow this link to see a list of books that we would like.

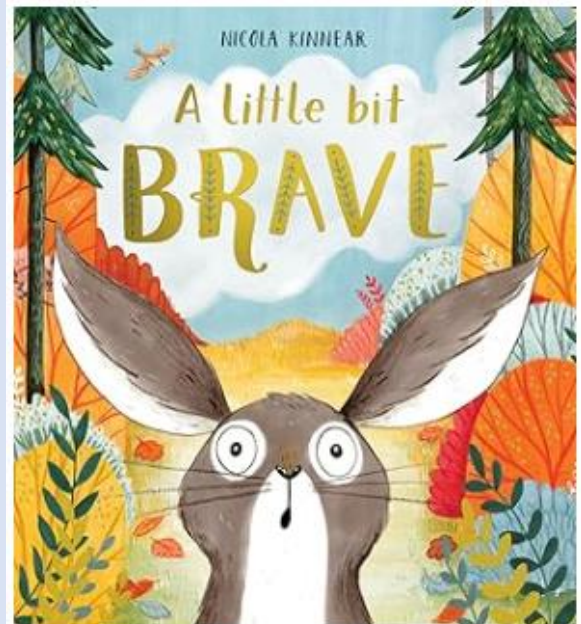
<https://amzn.eu/ez2OYOf>



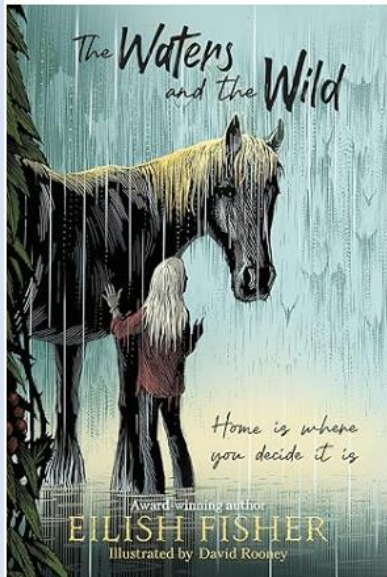


**Happy Birthday to Erin  
E, Zack, Millie-Rose,  
Hamish, Elias and  
Josie who have  
celebrated their  
birthdays this week.**

**Many thanks to Elias for  
donating this book on the  
occasion of his 5<sup>th</sup>  
birthday!**

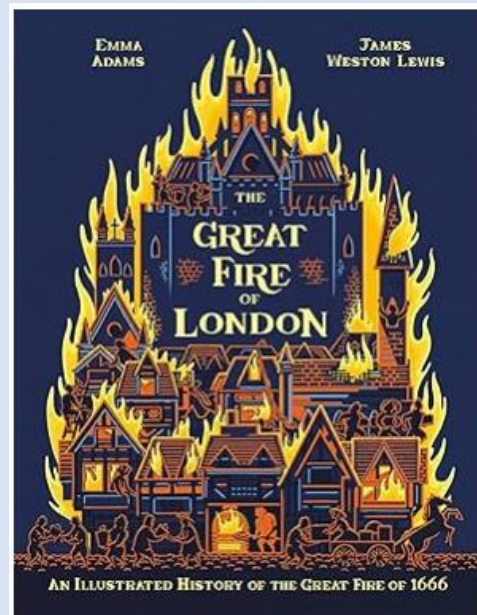


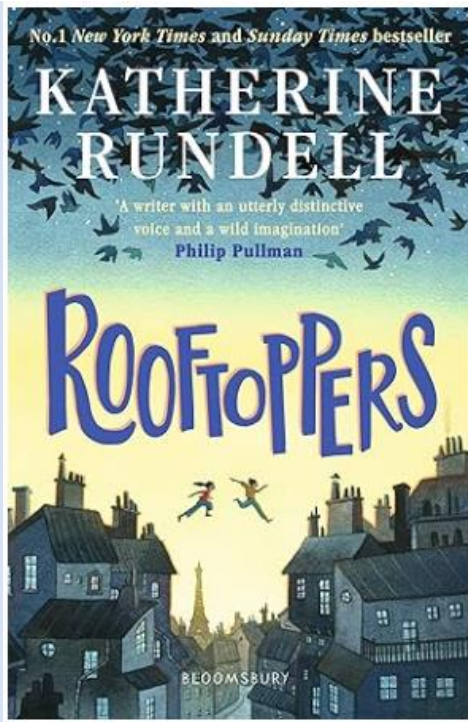




Many thanks to Erin for donating this book on the occasion of her 11<sup>th</sup> birthday!

Many thanks to Josie for donating this book on the occasion of her 7<sup>th</sup> birthday!





Many thanks to Hamish  
for donating this book on  
the occasion of his 10<sup>th</sup>  
birthday!

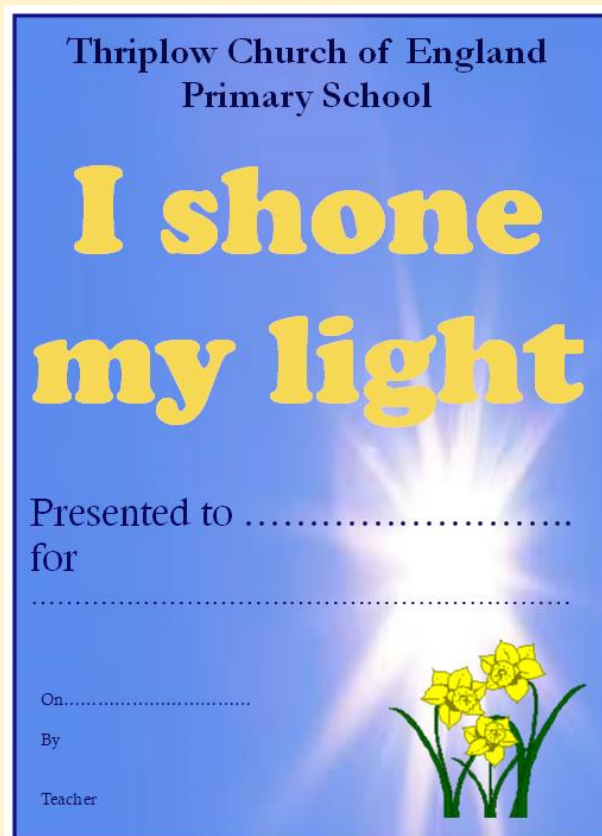
## House Points

Our totals for this week!	Total this week	Total this term
Bacon	68	117
Barenton	74	123
Bury	47	104
Bassett	72	128



**Our certificate winners this week are: -**

- **Maya (Reception)**
- **Johnny (Year 1)**
- **Emilia (Year 1)**
- **Elwyn (Year 1)**
- **Peter (Year 3)**
- **Annabelle (Year 3)**
- **Sofia (Year 4)**
- **Felicity (Year 5)**
- **Maddie (Year 6)**



**The following children were added to the 'Vision and Values' tree for living out our Thriplow and DEMAT values.**

- **Millie (Community)**
- **Sophie S (Community)**
- **Emilia (Achievement)**
- **Nancy (Community)**

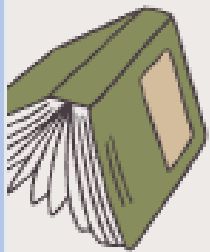




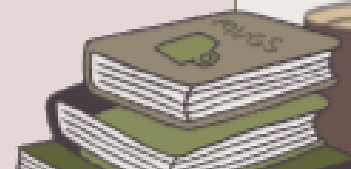
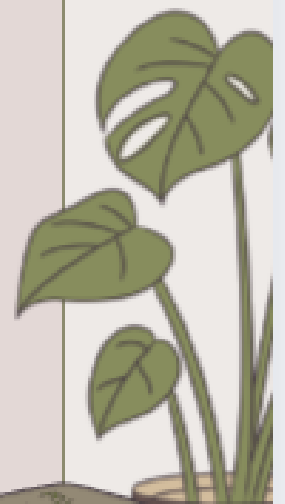
# **Thriplow Primary School Library**



**Open on  
Thursdays and  
Fridays after  
school.**



**Please pop in  
and visit!**





# Daffodil Weekend



**Don't forget to sign up to help in the tearoom using the following link!**

**<https://docs.google.com/spreadsheets/d/1RjvC1Z9HpBZPve8t2we00Jgf6BgLSCg91uBGJS1LJvU/edit?usp=drivesdk>**

**Each helper will receive one free ticket for the day that they help.**

**Please note that we will be performing as a school at around 11am in the village on Saturday 21<sup>st</sup> March. We will confirm details nearer the time (exactly where in the village to meet etc) but for now, please pop it in your diaries. It would be wonderful to see everyone there – from Reception to Year 6.**

**If your child performs on the 21<sup>st</sup>, you will receive a free ticket for them and for one adult for the 21st.**

WORLD  
**BOOK  
DAY**  
5 MARCH 2026

# World Book Day

WORLD  
**BOOK  
DAY**  
5 MARCH 2026

At Thriplow, we value reading and books all year round. We encourage children to 'read, read, read' as we recognise that reading unlocks learning and understanding of the world for children.

We mark World Book Day not as a 'one-off' to encourage children to read books, but to celebrate our ongoing love of books, of reading and of language.

This year we are encouraging the children to dress as a book character. This is not for a few weeks, but I know that parents appreciate knowing about these things in good time. If your child does not enjoy dressing up, then there is no pressure to do so.

We are also encouraging the children to make 'toilet roll book characters' at home to bring in on World Book Day for a display in the entrance hall. This could be a good rainy day activity over half term! There is lots of inspiration online.



## Information on your child's learning

**Ants** It has been a busy week in Ants class this week!

Our main topic is space this term and the children have loved learning lots of new things about astronauts and what they need to wear when they go into space! We also watched a video from Tim Peake all about the national space station and the job they do there. The children made their own astronauts and have enjoyed a variety of stories about the planets.

In phonics the children have been practicing reading CVC words and putting these into a sentence. Each day we read a new sentence together on the board before writing it in our phonics books. The children also take part in a handwriting lesson each day where we focus on one sound and practice writing it.

In Maths we have explored familiar places in the school and practiced using our words to describe to each other how we get there. We have focused on positional language to describe what we need to go past, where we start, and where we finish. The children have also used some simple fairy tale maps to take their own toy bear on a journey!

In PE we have explored high and low shapes in our gymnastics session, and have continued to learn about different exercises we can do to keep our body healthy in our health and well-being session.

In Art we read the story of Elmer and created our own Elmer pictures by drawing the square shapes on his body before colouring them in.

In PSHE we have been thinking and reflecting on the ways we look after our classroom environment, and exploring other ways we could look after the environments around us.

In our outdoor area, the children have enjoyed making their own obstacle courses and exploring the mud kitchen.

I hope you all have a lovely weekend!



**Butterflies** The children have continued to work well this week. In English, the children have been writing sentences about the story, 'Pandora's Box.' They have been using adjectives to describe Pandora. When your child reads their book, please encourage them to point out to you the content of a sentence: subject, verb and object, this will help them when constructing their own sentences.

In Maths, the children have been continuing to work on adding. They have been working on the number bonds to 10 and using these facts to work out addition facts of 20. We have been so impressed with how much the children have remembered facts in our RE topic - Christianity A World View. This week we looked at Thomas Clarkson and how he helped to abolish slavery. If you get a chance to go to Wisbech, please show your child the school that is named after him. Also, if you happen to go to Westminster Abbey, please look for his memorial.

In Geography, we looked at Scotland and some of the things that you would find there. In science we have been learning about safety around electricity and the children have made posters to warn others about how to stay safe. You could ask your child to explain to you some ways in which they can stay safe around electricity at home. In PE we have continued our team building and communication skills with the children working in small groups to move across the playground whilst staying within the hoops to collect items. We have continued our self portraits in art and our learning about financial competency in PSHE.

Have a lovely weekend.

**Bees** Bees Class have had a productive second week of term. On Monday, the children really built food chains in Science and labelled them with the terms, 'producer', 'primary consumer' and 'secondary consumer'. We also started work

on our topic of non-religious spirituality in RE. The children learnt about the famous atheist Sam Harris and we trialled out his ideas about meditation and mindfulness. The children described the experience as calming and peaceful! On Tuesday, the children continued their learning on Eastern Europe. We looked at the climate of the region and discussed how a continental climate means that many Eastern European countries have warm summers but very cold winters. Later that afternoon, the children produced some beautiful drawings of the Ancient Egyptian Sphinx. This is in preparation for our Art session next week when we will be making the Sphinx out of clay!

On Wednesday, the children continued creating bridge balances in gymnastics but this week we moved on to making balances on apparatus. They also learnt about communication skills in PSHE as part of our unit on 'working together'.

Today, in History, the children learnt about the Scots and Picts in History and how they were in Britain at the same time as the Anglo Saxons. We also continued our learning of how to pass in tag rugby.

Throughout this week, in Maths, we have finished our learning about division. The children have learnt the short division technique and then have put this to practice in word problems. In English, the children have loved reading the *Odyssey*! There has been much excitement in our recent chapter as Odysseus has faced a Cyclops! Alongside our reading, the children have continued to write biographies about Gillian Cross, the author of our adapted version of 'The Odyssey'. They will soon be ready to plan their own biographies to write in the next few weeks.

Next week, on Tuesday, a lot of us will be going to Young Voices. This is a very exciting day but can be very tiring so I hope you all have a restful weekend before a busy third week of term!

**Dragonflies** We have had a very productive week in Dragonflies. In maths we have been focusing on adding and subtracting decimal numbers. Next week, we will be applying this learning to more complex worded problems. In English we have continued reading our class text, *Boy in the Tower* and have been thinking carefully about questions related to the text. We have also carried on our work on the author of the novel, Polly Ho-Yen. Next week we will be planning and writing our own biography independently. In our Latin learning, we focused on nouns. In particular, we learned that the ending of a noun changes depending on whether it is the subject or the object of the sentence. In PE we have continued our work on counter balances, using equipment to make these more complex. In rugby we thought about making the right pass and moving around defenders. In art we began designing our relief sculpture of an insect. Thank you to those who have already brought their cereal boxes into school ready to begin creating their sculptures next week. In history, we continued our learning about the French Revolution; we looked at the life of Napoleon and his impact on France. In RE, we learned about William Tyndale, who translated the old testament into English. We learned about how he printed his translation and smuggled it into England! Next week is an extremely exciting week for many of the children as the choir will be attending the O2 for the Young Voices concert. I am very much looking forward to joining them. As a result of this, there will be no PE on Thursday next week. A reminder that children will still be expected to bring their homework books into school on Tuesday morning.

# A reminder that we are a nut-aware school. Please ensure that your child's lunchbox does not include any nuts.



- Let your child help you pack their lunch box and choose what to include from a list of options.
- To keep children fuller for longer, give them a 'main' lunch item that includes carbohydrates, such as whole grain bread, rice or pasta.
- Try pasta salads, stir-fried rice, wraps or crackers and low-fat dips as alternatives to sandwiches.
- Choose lean meats, such as chicken breast as sandwich fillings, and try to include oily fish like tuna once or twice a week.
- Include vegetables such as cherry tomatoes, carrot or celery sticks or home-made vegetable crisps (slice vegetables like sweet potato or beetroot, toss in olive oil and bake).
- Always put salad (lettuce, cucumber) in sandwiches - it all counts towards their five a day.
- Swap the crisps for plain popcorn or vegetable crisps (see above).
- Pre-peel citrus fruits like oranges or satsumas to make them easier to eat.
- Include tinned fruits but make sure they are in juice not syrup which is high in sugar.
- Fruit bars are generally not healthy - try dried fruit like apricots or sultanas instead.
- If your child insists on having crisps or chocolate in their lunchbox, try to limit this to one day per week and let them choose what their 'treat' will be.

According to the NHS, the perfect lunch box for a child should contain:

- a serving of starchy foods (wholegrain bread or pasta, brown rice);
- a protein (lean meat, egg or oily fish);
- a dairy item (low-fat cheese or sugar-free yoghurt);
- a portion of vegetables (celery sticks, carrot pieces);
- a portion of fruit (berries, grapes, melon, apple slices);
- water.

We've put together five balanced lunch boxes here - one for each day of the school week. You can copy them exactly, swap items around or get rid of them all together - whatever works for your family is fine.



## Attendance Reminders

Days off school add up to lost learning			
175 NON SCHOOL DAYS A YEAR 175 days to spend on family time, visits, holidays, household jobs and other appointments			
0	6	15	19
DAYS ABSENCE (190 school days)	DAYS ABSENCE OR MORE	DAYS ABSENCE OR MORE	DAYS ABSENCE OR MORE
<b>100%</b>	<b>96%</b>	<b>92%</b>	<b>Below 90%</b>
EXCELLENT ATTENDANCE	SATISFACTORY ATTENDANCE	REQUIRES IMPROVEMENT	Persistent Absentee
Best chance of SUCCESS	Harder to make good progress	Less chance of success	CAUSE FOR CONCERN
			Serious concern Possible court action

### Three-Year Period

#### First Term Time Leave

10 sessions (5 days) or more.

**£80** for each child per parent.

E.g. if two parents take 3 children away, the fine would be  $£80 \times 3 = £240$  per parent.

The total would be **£480**.

If you pay after 21 days it rises to **£960**.

If you don't pay after 28 days = a prosecution.

#### Second Term Time Leave

10 sessions (5 days) or more.

**£160** for each child per parent.

E.g. if two parents take 3 children away, the fine would be  $£160 \times 3 = £480$  per parent.

The total would be **£960**.

If you don't pay after 28 days = a prosecution.

#### Third Term Time Leave

10 sessions (5 days) or more.

Prosecution.



# Breakfast Club at Ladybird



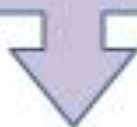
Open to Thriplow School  
Children & Ladybird  
Children from 3 Years



Breakfast may vary



Opens at 8:00am



Early Starters from 8:30



Contact for more information:

Email: [ladybirdplaygroupthriplow@gmail.com](mailto:ladybirdplaygroupthriplow@gmail.com)

Phone: 01763 208055



# 10 Top Tips for Parents and Educators

## ENCOURAGING CHILDREN TO CHOOSE RESPECT

Sometimes, differences between children can escalate into bullying, potentially impacting their mental health in a way that can persist into adulthood. While it's natural to disagree sometimes, teaching children the importance of respect is essential – especially in difficult situations. This guide provides strategies for encouraging considerate behaviour, even during a dispute, to foster a kinder, more inclusive environment for everyone.

### 1 LEAD BY EXAMPLE

As adults, we play a crucial role in modelling respectful behaviour for children: they observe and learn from our actions every day. Be mindful of the way you interact with others in front of children. Keep in mind that you should always approach others with an attitude of mutual respect, even if you disagree with them. Demonstrating this behaviour can influence young people and help them to handle their own conflicts in a healthy way.

### 2 AGREE TO DISAGREE

Make sure children know that it's fine to have differing opinions – and that disagreeing with someone doesn't mean you can't get along or respect each other's point of view. Help them understand that sometimes we can 'agree to disagree'. Using active listening skills when doing this can also help to build empathy and understanding of others.

### 3 PROMOTE ACTIVE LISTENING

Teach children about the importance of active listening: that is, making a genuine effort to listen to the other person's perspective without interrupting, before responding in a way that shows you understand their viewpoint, even (or perhaps especially) if you disagree with it. This makes people feel respected and allows for a better comprehension of their point of view, which in turn can make it easier for you to communicate your own opinions to them.

### 4 ENCOURAGE THE USE OF "I" STATEMENTS

If a child finds themselves in a disagreement with someone, it can be useful to encourage them to use "I" statements during the discussion. Framing their thoughts and feelings using statements like "I feel ..." or "I think ..." can help them avoid an accusatory tone and encourages them to take responsibility for their own emotions.

### 5 FOCUS ON BEHAVIOUR, NOT CHARACTER

When disagreements happen, encourage children to focus on critiquing and addressing the specific actions or behaviours that caused this upset, rather than attacking the person's character. For example, "I didn't like how you interrupted me" is better than "You're so rude". This can help children avoid hurting someone's feelings, which is likely to inflame the situation.

### 6 STAY CALM AND TAKE BREAKS

It's perfectly normal to feel upset during a disagreement – especially if it's getting heated. Remind children that if they feel overwhelmed, they should try to take deep breaths or even go for a short break to help them stay composed. If a conversation becomes too intense, remind them it's OK to suggest continuing it later or in a different setting. This can prevent things getting out of hand, allowing cooler heads to prevail.

### 7 START CONVERSATIONS ABOUT RESPECT

Talk openly to children about what respect means – to you and to them. Discuss how they might show respect to each other, to friends, to strangers and even to people we might disagree with. You could use examples of considerate or inconsiderate behaviour in books, films or TV to open discussions about the importance of giving others due regard.

### 8 SEEK COMMON GROUND

When a disagreement has occurred between children, they may find it hard to move past it. You can support them in finding a more positive way forward by helping identify areas of agreement or common ground with the other party. This can help to build bridges between differing opinions and foster a more cooperative atmosphere, as well as preventing those involved from demonising each other.

### 9 AVOID MAKING THINGS PERSONAL

It's important that we make it clear to children they must avoid name-calling, swearing or derogatory remarks in a disagreement with others. Respectful language sets a positive tone and helps keep the conversation productive. Reminding children to stay calm and take breaks – as mentioned previously – can help them avoid getting too emotional and saying or doing something hurtful.

### 10 REFLECT AND LEARN

After a child has had a disagreement, encourage them to reflect on the experience and think about what they can learn from it. What did they handle well? How might they improve their communication skills to handle conflicts more effectively in the future? You could use role play, writing and drawing pictures, or hypothetical examples to further develop their skills in showing respect during a disagreement.

### Meet Our Expert

The Anti-Bullying Alliance (ABA) co-ordinate Anti-Bullying Week each year. ABA is a unique coalition of organisations and individuals, working together to achieve their vision to stop bullying and create safer environments in which children and young people can live, grow, play and learn. They welcome membership from any organisation or individual that supports this vision and support a free network of thousands of schools and colleges.



The National College