

Thriplow School Newsletter

1st May 2026



It's been so lovely to have fun in the sun this week. The children have enjoyed playing on the field, making the most of the shade beneath the trees.

We welcomed Joseph into Ants on Monday. The Reception children have really enjoyed getting to know him and rising to the challenge of looking after him and helping him to feel settled.

We were very proud of Year 3 on Monday as they took part in their Bikeability Level 1. They concentrated so hard and the instructor was very impressed with how well they listened and took on board his instructions.

Congratulations to Izzy in year 3 who has completed the 20 book challenge. Izzy particularly enjoyed Charlie and the Chocolate Factory!

Yesterday we welcomed Jon Young, the Diocesan Director of Education for Ely to our school to present Annabelle with her Courageous Advocacy for Creation award. Well done, Annabelle!

After half term, Miss Hardege and I will be running a gardening club after school on Mondays until 4.30pm. This will be every Monday other than the INSET day and the last week of term. Please sign up on MCAS from 6pm today. Spaces are limited.

Ants and Butterflies have so enjoyed their trip to South Angle Farm today. What a beautiful day for a visit! They loved seeing the animals and were well-behaved and enthusiastic. Many thanks to those parents who went with the children to help on the visit.

The children have been really good at remembering to bring a sun hat in to school. Please remember to keep this up even if the weather isn't as glorious as it has been this week.

I am sad to share that Mrs Fletcher has made the difficult decision to leave Thriplow at the end of the summer term to focus on her family commitments. She is very grateful for the support and kindness of the school community over the past year and will miss being a part of it.

I hope you all have a wonderful extended weekend!

Best wishes,
Lucy How



MAT of the Year
2024



www.facebook.com/thriplowschool



www.instagram.com/thriplow.school



x.com/thriplowschool

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 yourself with kindness. *Colossians 3:12*

Important Dates

7th May	Year 3/4 tennis festival
WB 11th May	SATS week
WB 18th May	KS2 Residential (Year 5 and 6)
22nd May	No Celebration Collective Worship
Fortnight Beginning 1st June	Multiplication Check fortnight (Year 4)
4th June	Holy Communion in the hall. 9.10am. All Welcome
4th June	Quadkids
5th June	Grace Schools Art Exhibition
WB 8th June	Phonics Screening check week (Year 1)
10th June	Year 5/6 Cricket Tournament
WB 15th June	Poetry Recital Competition
17th June	Year 3/4 girls' football festival
18th June	Information evening for parents of Reception September 2026
23rd June	Bees Trip to St. Paul's
24th June	Sports day (First thing - will finish 11.15ish)

Important Dates

30th June	Year 3/4 Cricket Tournament
1st July	Sawston Village College Transition Day
3rd July	Reports out
8th July	Key Stage 2 Summer Production 2.30pm
9th July	Key Stage 2 Summer Production 6pm
10th July	Fun Run in aid of the RNLI
14th July	Melbourn Village College Transition Day
15th July	Year 6 trip to London
16th July	Transition morning
16th July	Year 6 Quiet morning in church Year 6 quiz
17th July	Leavers' Service. Parents of leavers welcome to attend

Term Dates

Summer Term 2025

Start of Term	Monday 13 th April
Bank Holiday	Monday 4th May
Half Term	Monday 25 th May - Friday 29 th May
INSET Day	Monday 1st June
End of Term	Friday 17 th July
INSET Day	Monday 20th July

Autumn Term 2026

INSET Day	Tuesday 1st September
Start of Term	Wednesday 2 nd September
INSET Day	Friday 23rd October
Half Term	Monday 26 th October - Friday 30 th October
End of Term	Friday 18 th December

Spring Term 2027

Start of Term	Monday 4 th January
INSET Day	Friday 12th February
Half Term	Monday 15 th February - Friday 19 th February
End of Term	Thursday 25 th March

Summer Term

Start of Term	Monday 12 th April
Bank Holiday	Monday 3rd May
Half Term	Monday 31 st May - Friday 4 th June
INSET Day	Monday 7th June
End of Term	Tuesday 20 th July
INSET Day	Wednesday 21st July



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>

Useful website:

<https://www.nspcc.org.uk/advice-for-families/>

HAPPY BIRTHDAY!

**Happy birthday to Lucian who has
celebrated his birthday this week!**



House Points

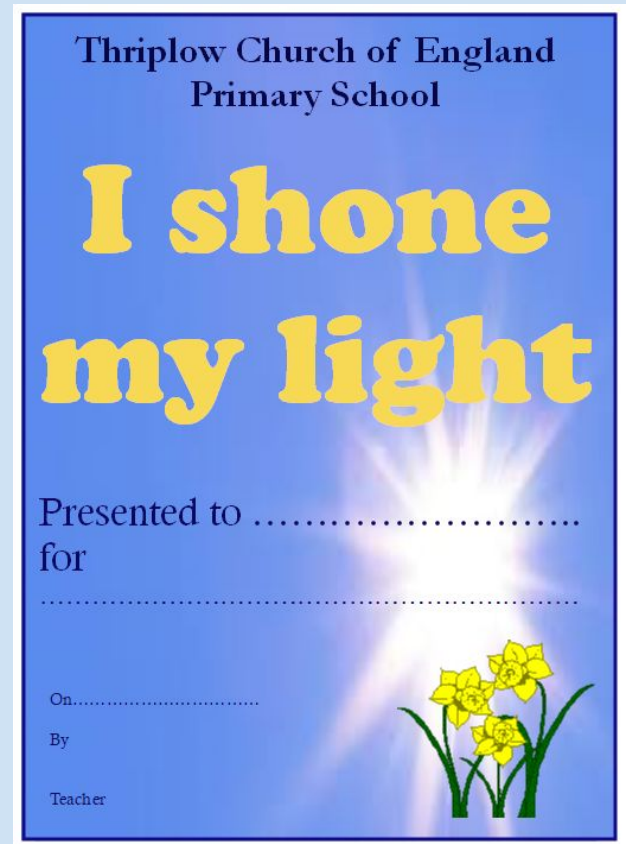
	Total this Week	Total this Term
Bacon	95	170
Barenton	124	187
Bassett	88	157
Bury	69	124

Well done Barenton!

Certificate Winners

Our certificate winners this week are:

- Izzy (Year 3)
- Hollie (Year 4)
- Josh (Year 4)
- Joey (Year 5)
- Leo S (Year 6)



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

- Betty (Confidence)
- Freddie P (Ambition)



Thriplow Primary School



Library



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



**Please pop in
and visit!**



Your child's learning

Ants:

It has been a very exciting week in Ant's class!

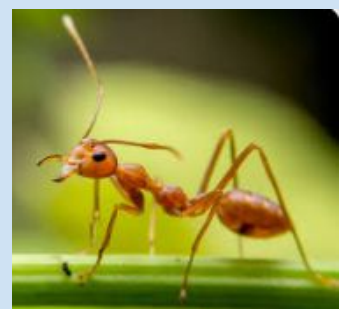
We had lots of fun on our farm trip today, learning about many different animals! We all got to go on a tour of the farm to meet lots of big farm animals. The children were very excited to feed sheep and goats and learn all about pigs, donkeys, and lambs! The children also had the opportunity to meet and hold some of the farm's smaller animals including minibeasts, reptiles and fluffy animals. A wonderful day was had by all 😊

For our topic, Kings & Queens, we have been learning all about a coronation. We looked at what a coronation is and why it happens, as well as exploring the different objects the King or Queen holds when they are coronated. After watching a short video on King Charles III coronation, we looked at some pictures of previous Kings and Queens and their coronations. The child then very much enjoyed acting out their own coronation ceremony!

In phonics this half term we have move onto unit 11. Each week we will be focusing on 2 sounds from unit 11, with a recap of the sounds learnt the week before through our sentences writing. Each day the children practice reading words, word building, writing words, and reading sentences as well as twice weekly sentence writing in their phonics books. For handwriting this half term, the children are practicing writing 2 CVC words a day in their phonics books. We practice and model it all together on the carpet first before the children go to the tables and have a try. we practice writing each word repeatedly at least 3 times on a line.

In Literacy we have continued with our story, The Rainbow Fish. This week we have been thinking about the sequence of the story and putting the key events in order. The child also enjoyed getting to act particular parts of the story, practicing the 'share their scales' with others, just like the Rainbow Fish!

In Maths we have been comparing different groups of objects up to 6. We recapped on the meaning of 'more, fewer, equal' and used resources to show what this looked like. The children were very confident at comparing different groups, labelling them as more or fewer, and changing the amounts to make the groups equal.



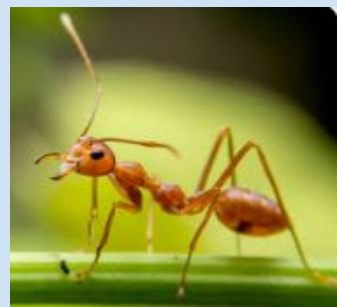
In PE on Wednesday's this half term the children have balanceability. Balanceability is a structured balance bike programme for young children that teaches them how to ride a bike safely and confidently, without stabilisers. It focuses on the fundamental skills children need before they move on to a pedal bike.

In the sessions, children learn through fun, practical activities how to:

- balance on a bike
- steer and control speed
- develop coordination and spatial awareness
- build confidence and independence
- understand road safety basics in an age-appropriate way

In PSHE our topic for this half term is Emotions. This week we read the story Dogger. We discussed how Dave was feeling and why and identified how Dave's family members helped him. For our circle time we thought of ways we could help a friend if they were upset.

I hope you all have a lovely bank holiday weekend!



Butterflies:

The children have continued to amaze us with their learning this week. For English, we have started to read 'The Legends of King Arthur.' Please encourage your child to retell the story to you, and to predict what they think might happen next.

In Maths, the children have continued to learn more subtraction facts. They Y1 children practised subtracting ones from 2-digit numbers and realised that if all of the ones are taken away, they are left with the tens. Please practise this with your child so they become more fluent with recalling these facts: $17-7 =$, $14-4 =$, $12-2 =$

Y2 children have been practising that if they know what $37 - 10$ is, they can work out what $37 - 9$ is by adding 1, once they have subtracted the 10. Please practise this strategy with your child, so they become fluent with recalling these facts.

For Geography the children recalled the countries that are in Northern Europe and their capital cities. They looked at the features of each city and identified Physical and human features.

In science we have begun an experiment to investigate the impact of sunlight and water on plants. We have some cress plants, some of which will be placed in the light and given water regularly, some will be in the light but given no water, and some will be put in a dark cupboard but given water. The children have made predictions about what they think will happen to each group and will observe the cress over the next few weeks to see if their predictions are correct.

In PE we have been developing our passing and catching skills with the netballs.



For RE, the children looked at the Christian ceremony of Baptism, and how this welcomes babies to the church community. They also looked at the process of what happens during Baptism.

The children enjoyed a wonderful trip to South Angle Farms on Friday. We were super impressed by their enthusiasm and engagement.

As we are getting closer to the Year 1 Phonics Check, please go over the sounds with your child. We are noticing that some children are sounding out letters that make one sound as 2 separate sounds, Please can you listen out to how your child is pronouncing the sounds and correct them if they are not doing this correctly. Some of the sounds with '2 letters that make one sound' are as follows:

ow, or, aw, sh, ch, th, ph, wh, au, ve, ue, ew (including all letters ending in e, make the same sound as the consonant).

Please ask for clarification on any sounds that you are not sure of.

This week in Phonics, we continued to look at the alternate spellings of /ue/

We hope that you enjoy the long weekend, as the weather is becoming warmer.



Dragonflies:

It has been a busy week in Dragonflies.

In English we have continued to enjoy our class novel *The Lion, the Witch and the Wardrobe*. We have been thinking carefully about the development of Edmund and considering how CS Lewis has portrayed his journey. In our writing, we have been thinking about the use of cohesive devices in non-fiction text.

In maths, we have been reviewing our learning on long division, fractions and decimals, in particular multiplying decimals by 10, 100 and 1000. Next week, we will continue to review previous learning and apply this knowledge to problems.

In our RE learning, we have been thinking about the Buddhist worldview. In particular, we considered Zen Buddhist and how they think deeply about Koans (complex philosophical problems) during meditation as part of their journey to enlightenment.

In Science, we have continued our learning on Living Things, this week we learned about the lives of David Attenborough and Jane Goodall. We enjoyed finding out about their lives and their contributions to our understanding of the natural world. Next week, we will be looking at the parts of a plant.

In PE, we were working on our throwing skills within athletics. This week we worked on our technique for throwing a shot put. I was so impressed by how much their technique improved.

As we approach the final week before our SATs assessment, a gentle reminder that this time is really important for our Y6 children to build up their confidence before the tests and it is so important that they are in school everyday to do this.





Lifeboats



World Cup Themed

Fun Run!

In aid of the RNLI

FRIDAY

▶ **10TH JULY 2026**



<https://fundraise.rnli.org/fundraisers/lucyhow/thriplow-school-fun-run-for-rnli>

Attendance

365 days in a year

190 days in a school year to support pupils to maintain and even exceed expected attainment outcomes.

175 days for other activities like holidays, appointments, days out, family events

100% attendance	zero days missed	Perfection!
99% attendance	Two days of absence across the year	Excellent!
97% attendance	Five days of absence across the year	Good
95% attendance	Nine days of absence across the year: one week and four days of learning missed. Lost learning is likely to start affecting pupil performance, confidence and self-esteem.	Satisfactory
90% attendance	Twenty days of absence across the year; four weeks of learning missed. Pupils will find it difficult to keep up with work and achieve their best.	Concerns
85% attendance	Thirty days of absence across the year: six weeks of	Serious

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



Keep them fuller for longer

Base the main lunchbox item on foods like bread, rice, pasta and potatoes. Choose wholegrain where you can.



Freeze for variety

Keep a small selection of different types of bread in the freezer so you have a variety of options – like bagels, pittas and wraps, granary, wholemeal and multigrain.



DIY lunches

Wraps and pots of fillings can be more exciting for kids when they get to make them. Dipping foods are also fun and a nice change from a sandwich each day.



Cut back on fat

Pick lower-fat fillings – like lean meats (including chicken or turkey), fish (such as tuna or salmon), lower-fat spread, reduced-fat cream cheese and reduced-fat hard cheese. And try to avoid using mayonnaise in sandwiches.



Mix your slices

If your child does not like wholegrain, try making a sandwich from 1 slice of white bread and 1 slice of brown bread.



Always add veg

Cherry tomatoes, or sticks of carrot, cucumber, celery and peppers all count towards their 5 A Day. Adding a small pot of reduced-fat hummus or other dips may help with getting kids to eat vegetables.



Ever green

Always add salad to sandwiches and wraps too – it all counts towards your child's 5 A Day!



Cheesy does it...

Cheese can be high in fat and salt, so choose stronger-tasting ones – and use less of it – or try reduced-fat varieties.



Cut down on crisps

If your child really likes their crisps try reducing the number of times you include them in their lunchbox, and swap for homemade plain popcorn or plain rice cakes instead.



Add bite-sized fruit

Try chopped apple, peeled satsuma segments, strawberries, blueberries, halved grapes or melon slices to make it easier for them to eat. Add a squeeze of lemon juice to stop it from going brown.



Tinned fruit counts too

A small pot of tinned fruit in juice – not syrup – is perfect for a lunchbox and easily stored in the cupboard.



Swap the fruit bars

Dried fruit like raisins, sultanas and dried apricots are not only cheaper than processed fruit bars and snacks but can be healthier too. Just remember to keep dried fruit to mealtimes as it can be bad for teeth.



Switch the sweets

Swap cakes, chocolate, cereal bars and biscuits for fruited teacakes, fruit breads or fruit (fresh, dried or tinned – in juice not syrup).



Yoghurts: go low-fat and lower-sugar

Pop in low-fat and lower-sugar yoghurts or fromage frais and add your own fruit.



Get them involved

Get your kids involved in preparing and choosing what goes in their lunchbox. They are more likely to eat it if they helped make it.



Variety is the spice of lunch!

Be adventurous and get creative to mix up what goes in their lunchbox. Keeping them guessing with healthier ideas will keep them interested and more open to trying things.



Plan to Eatwell

The guide shows how much of what we eat overall should come from each food group to achieve a healthy, balanced diet. It can be really useful when thinking about what goes into kids' lunchboxes.

<https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/>

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

Phone: 01763 208055

10 Top Tips for Parents and Educators

ENCOURAGING OPEN CONVERSATIONS AT HOME

With tricky topics and occasional clashes of opinion, it can be challenging to maintain an environment where children feel able to talk candidly and honestly. However, encouraging such conversations helps to develop trust – making it easier to unpack even sensitive subjects as children get older. Here are our top tips for promoting open conversations at home.

1 CREATE A SAFE SPACE



Criticism, blaming or shaming can all prevent children from feeling emotionally safe – while showing affection, positive attention and an interest in what a child has to say builds their sense of security. These formative years are when children's opinions and values begin to take shape, so it's important to provide a non-judgmental environment in which to discuss them – especially if their opinions differ from your own.

2 CONSIDER OTHER OUTLETS



Some children may find it easier to talk while they're participating in another activity such as drawing, writing, walking or sport. If it's possible, taking part in these activities together presents you with an opportunity to communicate while doing something side by side. A child may feel less pressure that way and can be more inclined to open up of their own accord.

3 NORMALISE CHATS ABOUT FEELINGS



Incorporate mental health and emotional wellbeing into everyday conversations, using age-appropriate language and examples to help children understand their emotions. Ask questions like "How are you feeling today?", "What was the best and worst part of your day?", "If you could start today again, what would you do differently?" and "Is there anything you want to talk about?"

4 LISTEN ACTIVELY



When children express themselves, make it obvious that you're listening closely and giving them your full attention. Maintain eye contact and validate their feelings without immediately trying to solve the problem. It's not helpful to dismiss their issues as childish or 'teenage angst' – or to assume that they'll simply 'get over' whatever they're feeling. Children don't have your life experience; their resilience is still developing as they learn to push through difficulties and handle problems.

5 ASK OPEN QUESTIONS



Encourage children to share their thoughts by asking open questions about their feelings and experiences. Closed questions (such as "Did you enjoy school today?") are more likely to elicit a simple "yes" or "no" response. Instead, you could ask things like "Who did you spend time with at break?" or "Who did you sit with at lunchtime?"

6 RESPECT THEIR BOUNDARIES



If a child isn't ready to talk to about something yet, respect their boundaries: this reinforces that their feelings are important and worthy of consideration. Ideally, you're aiming to let them know you care without smothering them, so just make it clear that you're there for them whenever they're ready to chat. Gentle, regular check-ins can sometimes be the best form of progress.

7 LEAD BY EXAMPLE



Model open, honest and healthy communication in front of children and young people. Try to demonstrate kindness when talking about others and yourself, because if children hear adults being overly harsh, critical or judgmental, or see them having unrealistic expectations of themselves, it makes them more likely to adopt and repeat this behaviour themselves as they grow.

8 HAVE REGULAR CHECK-INS



Check in with children periodically to discuss how they're feeling and what's going on in their lives. This could be a weekly or monthly conversation, where the child has an opportunity to share whatever's on their mind. For parents and carers, getting away from the house and other distractions might be productive here: you could consider regular trips to a coffee shop or a café, or just a weekly walk.

9 PROVIDE RESOURCES



It's often beneficial to let children know about other support that's available to them if they're struggling to talk to you specifically. Encourage them to talk to school counsellors, trusted adults or even a therapist, if necessary – while normalising this route and dispelling the harmful stigma around asking for help. Older children could engage with resources such as Kooth or YoungMinds.

10 CELEBRATE EMOTIONAL EXPRESSION



It's beneficial to praise children for expressing their feelings honestly – emphasising how important it is to talk about their emotions and how proud you are of them for doing so. This can be especially pivotal for boys, who often experience more of a stigma around talking frankly about their feelings and their mental health – a barrier that can be overcome, with enough love and support.







