

Thriplow School Newsletter

22nd May 2026



We've all had a great week both on the Year 5/6 residential at Hautbois and back at school.

Today we said a sad goodbye to Miss Tanner. The children in Ants Class have been so lucky to have Miss Tanner as their first ever teacher and I know they will miss her, as will the staff team. We wish Miss Tanner all the best as she moves on to her next job.

Mrs Taylor is very much looking forward to returning after half term to take over the baton from Miss Tanner in Ants Class after returning from maternity leave.

Miss Hardege, Mr Baron and I have had a wonderful week with Year 5/6 on the residential. The children have had so much fun and have thrown themselves into so many new challenges, often surprising themselves! I know they have lots of stories to tell of the things they have done.

Bees had an exciting day on Tuesday doing their DT day. They produced some wonderful pop-up books and worked hard to produce some excellent work. See photos further down for the results of their hard work.

A reminder that the 1st June is an INSET day. We look forward to seeing you on Tuesday 2nd June,

I hope you all have a wonderful half term holiday!

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 yourselves with kindness. *Colossians 3:12*

Important Dates

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
30th June	Wimbledon visit
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
19th September	Tipi Party

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 websites:

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

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



Happy Birthday

*to Percy and Jess
who have
celebrated their
birthdays this
week!*



House Points

	Total this Week	Total this Term
Bacon	21	294
Barenton	17	301
Bassett	35	304
Bury	21	296

Well done Bassett!



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 lovely week in Ant's class!

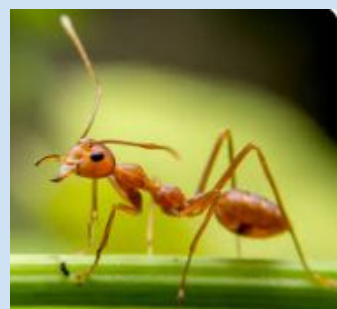
In phonics we are just about to come to the end of unit 11, and have been reviewing all our new sounds this week. The children have continued to practice reading words, word building, writing words, and reading sentences each day, as well as writing a dictated sentence in their books each day independently. After half term Ant's will be moving onto the bridging.

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 Maths this week we have been focusing on comparing, ordering and correcting groups of objects up to 6. Through group activities, the children compared two different groups of objects to make them equal, and practiced putting numbered blocks into chronological order. The children had a go at creating their own number lines, practicing mathematical reasoning by explaining how they knew the correct order.

In PE on Wednesday, the children had their last balanceability session. The children have really enjoyed balanceability this half term and have shown excellent communication skills, listening skills, and physical development. Throughout the sessions, the children learnt 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**

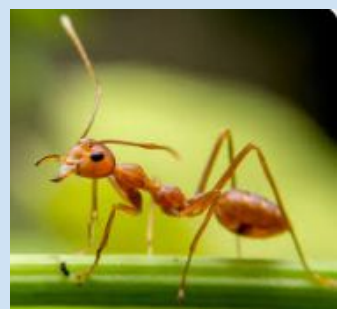


The children have very much enjoyed our topic of Kings & Queens this half term. We have learnt about King Charles III and his family, past kings and queens, the magna carta, castles, and general elections. The children have loved the castle role play and having a go at different creative activities. Next half term the topic will be Stories from the Past.

In PSHE our topic for this half term has been Emotions. This week we read the story The Dot by Peter H. Reynolds. We discussed how the teacher helped the child in the book when they were struggling to do something, and thought back to when there was something we couldn't do. We explored what we did, who helped us and how it felt to achieve something new.

I just want to take this opportunity to say a massive thank you to all of the parents! Your support and kind words have meant a lot and your trust in me to look after your children will not be forgotten. I wish you all the best, and I hope you all have a wonderful half term!

Miss Tanner ★



Butterflies:

The children have continued to amaze us with their work this week. For English, we have continued to read parts of The Legend of King Arthur and our writing our own versions of what happened next in the story. The children are becoming more fluent with reading for expression. Please encourage this when children are reading speech in their books. Also ask them to point out nouns, proper nouns and adjectives from their reading books.

In Maths, the Y2 children have been working out $\frac{1}{3}$ and $\frac{2}{4}$ of amounts. They have also represented $\frac{2}{4}$ in different ways.

Y1 children have been looking at $\frac{1}{4}$ and have represented $\frac{1}{4}$ in different ways.

For Phonics the year 1 children have been practising the different spellings of /l/- please encourage your child to 'Say the sounds and read the word,' when they come across unfamiliar words, so they become more accurate when they blend. Also, if they come across a polysyllabic word, please point out where the syllables are, so they can say the sounds and read each part of the syllable accurately before putting all of the parts together.

In RE, the children learnt about Naming ceremonies and compared this to how baptisms are carried out. In science we have learned about how our food is grown and have sequenced the process of making bread, from seed to loaf. In PSHE we have been thinking about how to stay safe if we get lost, who we might ask for help and what we might do and the children have worked in pairs to make their own action plans. You might want to talk more with your child about this and discuss the key things for them to remember such as staying in one place and not leaving the place where they are lost, asking for help from someone such as a parent with a child or a person in uniform, and not going anywhere with a stranger.

As the Phonics Check will be soon after half term, we encourage you to practise the attached words with your child. We will also encourage you to use Phonics Play so they can practise reading words. Here is a link to one of the games:

<https://www.phonicsplay.co.uk/resources/phase/5/buried-treasure>



Bees:

Bees Class have had a lovely last week before half term. It has been wonderful to have had Sophie and Eloise (yr6) in our class. They have been so helpful and especially enjoyed umpiring our cricket game this afternoon.

On Monday, in RE, we summarised our learning about Hindu and Muslim pilgrimages. We thought about how these pilgrimages develop our spirituality. In Art, we finished up our self-portrait mosaics. The children were really pleased with how they turned out.

On Tuesday we had a very fun DT day. The children all made pop-up books using different mechanisms. I hope you enjoyed seeing the results at home.

On Wednesday, the children spent most of the day completing our competition entries for the DEMAT Ely Cathedral competition. We worked really hard on writing persuasive paragraphs on why St Etheldreda is Ely Cathedral's top trump. We then drew pictures of her and made them into top trump cards! We then went to the field to practice triple jumping.

Today, the children really enjoyed our History lesson when we learnt about the restoration of the monarchy. The children found it fascinating to learn about Charles II and how he bought back partying! We then went to field to play some cricket together.

Throughout this week, in Maths, we have learnt about 2D and 3D shapes. We have considered how to describe shapes using vocabulary such as 'vertices, edges, faces and sides'. In English, we finished up our narratives from the perspective of Pellegrina. I was so proud of their work - it is lovely to see how much the children's writing has improved over the year.

Over half term, there is no homework. However, the year 4 multiplication check will take place upon our return to school. Please encourage your child to complete as many soundchecks as they can so they feel as ready as possible for this test. I hope you enjoy the hot weather over the break!





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>

Thriplow ★ Tipi Party ★

An enchanting summer
send-off under the stars.



Date:
19/9/26



Time:
7pm - midnight

£45
plus
booking fee



Ticket includes a
welcome drink, delicious
hog roast, incredible live
band Worldy and
DJ til midnight



Proceeds go to
Thriplow Primary
School PTA.



The Thriplow PTA invites you to
an enchanting evening to mark
the last night of the summer under
a beautiful sail cloth marquee in
the grounds of Thriplow School.

Featuring a well stocked bar, auction of promises, raffle and more!

SCAN ME
FOR TICKETS



Get your tickets today!

Scan the QR code or visit:

<https://www.tickettailor.com/events/thriplowtipiparty2026>

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PINKSTER
AGREEABLY BRITISH GIN

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

<https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

If your child needs time off for a medical appointment, please provide an appointment card or printed confirmation for our records.

Where possible, please make appointments out of school time.

Attendance

If your child is late for school, please ensure that you sign the late book in the entrance hall, giving a reason for the lateness.

If it is a sensitive reason and you would rather not write it down, please chat to Mrs Sandford or Mrs How.

Please do not write 'late' as a reason.

Minutes late per day	School days lost per year
5 minutes	3 days
10 minutes	6.5 days
15 minutes	10 days
20 minutes	13 days
30 minutes	19 days

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

What Parents & Educators Need to Know about ONLINE GROOMING

WHAT ARE THE RISKS?

Online grooming is when someone builds a relationship with a child or young person online to gain their trust for the purpose of sexual abuse, exploitation, radicalisation, or criminal activity – such as county lines or financial scams. According to the NSPCC, police in the UK recorded over 7,000 offences involving sexual communication with a child in a single year – an increase of 89% since 2017/18.

STRANGERS USING FAKE IDENTITIES

Groomers often pose as children or teenagers online to build trust. They may create convincing fake profiles, share photos stolen from real people, or mimic the interests of the child. By pretending to be someone their age, they make conversations feel safe and reliable. Over time, they may ask for personal details, photos, or suggest meeting in person, exposing children to significant emotional and physical harm.

EXPLOITATION THROUGH GIFTS AND FLATTERY

To gain trust quickly, groomers often send gifts, gaming credits, or money. Alongside material offerings, they use excessive compliments, affection, and attention to create emotional dependency. These tactics make children feel valued and special, lowering their defences. Once trust is secured, groomers may escalate their requests, often asking for photos or private conversations, making the child feel pressured or indebted to continue.

GROUP CHATS AS HIDDEN PATHWAYS

Unmonitored group chats on platforms like WhatsApp or Discord provide a cover for groomers. They can watch how children interact, identify those who seem vulnerable, and then move conversations into private messaging. This transition makes detection difficult for trusted adults. The seemingly harmless group setting often masks the presence of predators, giving children a false sense of security.

THE RISE OF SEXTORTION

Sextortion involves pressuring children into sharing explicit content, then blackmailing them for more. Offenders may claim to have hacked a child's device, threaten to share images with friends or family, or demand money. Many victims remain silent out of fear and shame. This growing crime is particularly dangerous because children often feel trapped, believing there's no safe way to escape the situation.

GAMING PLATFORMS AS GROOMING GATEWAYS

Games like Roblox, Fortnite, or Call of Duty, which include live chat features, are frequent targets for groomers. Conversations often begin casually during gameplay and can become manipulative over time. Groomers may offer in-game gifts, credits, or exclusive add-ons to build rapport. Children using headsets or private chat features are especially at risk, as conversations are harder for adults to monitor.

CRIMINAL & RADICALISATION RISKS

Grooming is not always sexual. Some offenders manipulate children into criminal activities such as drug running or online fraud. Others attempt to radicalise young people with extreme ideologies. Groomers often use fear, money, shame, or promises of belonging to control their victims. These forms of exploitation can be just as harmful as sexual grooming, and often leave lasting psychological and social consequences.

Advice for Parents & Educators

KEEP CONVERSATIONS REGULAR

Rather than having one "big talk" about online safety, weave conversations into everyday life. Ask questions about children's online friendships and interests. Share real-life examples to make discussions relatable and encourage honesty instead of secrecy. When children feel comfortable discussing their digital lives, they are far more likely to share concerns or admit when something feels wrong, reducing the chance of risky interactions going unnoticed.

UNDERSTAND THE PLATFORMS CHILDREN USE

Take time to learn about the apps, games, and social platforms children are on. Familiarise yourself with privacy settings, parental controls, and group chat features. Use resources like The National College guides or conduct quick searches to stay updated. By understanding how these platforms operate, you'll be better equipped to set boundaries, guide safe use, and notice any unusual or concerning online behaviour early.

CREATE A "TELL ME" CULTURE

Children often keep silent because they fear being punished or losing access to their devices. Reassure them that coming forward with concerns won't get them into trouble. Emphasise that you are there to help, not judge. Creating a safe, open environment encourages children to speak up if something feels wrong, and helps to ensure they don't suffer in silence when facing potential grooming risks.

STAY ALERT TO WARNING SIGNS

Be attentive to both behavioural and digital red flags. Sudden secrecy, mood swings, or new online contacts may signal a problem. Watch for unexplained gifts, new social media profiles, or changes in sleep patterns. Increased anxiety or reluctance to attend school can also be indicators. Regularly checking in and showing interest in those whom they communicate with online help prevent small issues from escalating into serious risks.

Meet Our Expert

Staffordshire Police is dedicated to keeping people safe and tackling crime across both the physical and digital world. The force continues to strengthen its digital investigation and safeguarding capabilities to protect children and vulnerable people online, working in partnership with local, regional and national organisations, schools, and the wider community.



The National College

See full reference list on our website

@wake_up_weds

/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

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