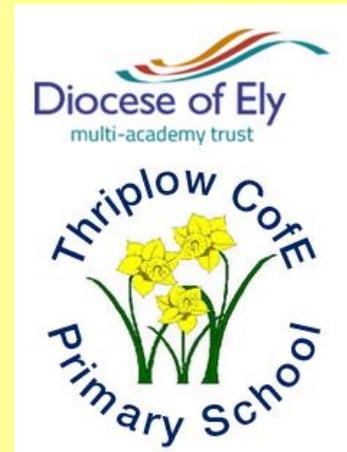


Thriplow School Newsletter

6th February 2026



We have had a lovely week in school, despite the dreary winter weather. A reminder that next week is the last week before our half term holiday. We have an INSET day next Friday so there will obviously be no Celebration Collective Worship.

I was sad to miss the PTA coffee morning and uniform swap this morning but I hear it was a lovely occasion and a good chance for people to chat and get to know each other. The PTA plan to put in at least one a term so look out for future dates!

Congratulations to Susannah in Year 4 for completing the Year 4 '20 Books in a Year Challenge'. Susannah particularly enjoyed reading 'Podkin One-Ear'.

We've got a few larger items that need to be taken to the tip. If anyone feels like they might be able to help, do pop into the office or send us an email to let us know.

Don't forget to sign up for a slot for Parents Consultations. If you are unable to make the dates offered, then do chat to your child's teacher and they'll hopefully be able to arrange another slot.

A reminder that this week and next week the children are doing their RSE learning. I hope that the documents sent out last week are helpful for you to have to carry on the conversations at home.

I hope you all have a fantastic weekend,

Best wishes,

Lucy



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



<https://x.com/thriplowschool>



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

**MAT of
the Year
2024**



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*

12 th February	Hockey Tournament
24 th February	Party for Pangolins
24 th February	Parent Consultations (Years 1-6)
26 th February	Parent Consultations (Reception – Year 6)
March (Date TBC)	Netball tournament
4 th March	Year 5/6 girls' football tournament
5 th March	World Book Day
WB 9 th March	Science Week
17 th March	Bees Class Viking Day
18 th March	Tag rugby tournament
20 th March	Non-uniform day– BRING A CAKE!
21 st – 22 nd March	Daffodil Weekend
26 th March	Dragonflies Trip to the British Library
27 th April	Year 3/4 Bikeability level 1
WB 11 th May	SATS week
WB 18 th May	KS2 Residential (Year 5 and 6)
Fortnight beginning 1 st June	Multiplication Check fortnight (Year 4)
5 th June	DEMAT Art Exhibition
WB 8 th June	Phonics Screening check week (Year 1)
WB 15 th June	Poetry Recital Competition
24 th June	Sports day (First thing – will finish 11.15ish)

Term Dates

Spring Term 2025	
<i>INSET Day</i>	<i>Friday 13th February</i>
Half Term	Monday 16 th February – Friday 20 th February
End of Term	Friday 27 th March
Summer Term 2025	
Start of Term	Monday 13 th April
<i>Bank Holiday</i>	<i>Monday 4th May</i>
Half Term	Monday 25 th May – Friday 29 th May
<i>INSET Day</i>	<i>Monday 1st June</i>
End of Term	Friday 17 th July
<i>INSET Day</i>	<i>Monday 20th July</i>

Autumn Term 2026	
<i>INSET Day</i>	<i>Tuesday 1st September</i>
Start of Term	Wednesday 2 nd September
<i>INSET Day</i>	<i>Friday 23rd October</i>
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
<i>INSET Day</i>	<i>Friday 12th February</i>
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
<i>Bank Holiday</i>	<i>Monday 3rd May</i>
Half Term	Monday 31 st May – Friday 4 th June
<i>INSET Day</i>	<i>Monday 7th June</i>
End of Term	Tuesday 20 th July
<i>INSET Day</i>	<i>Wednesday 21st July</i>



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>

P.E. Days

Ants	Wednesday and Friday
Butterflies	Monday and Thursday
Bees	Wednesday and Friday
Dragonflies	Monday and Thursday



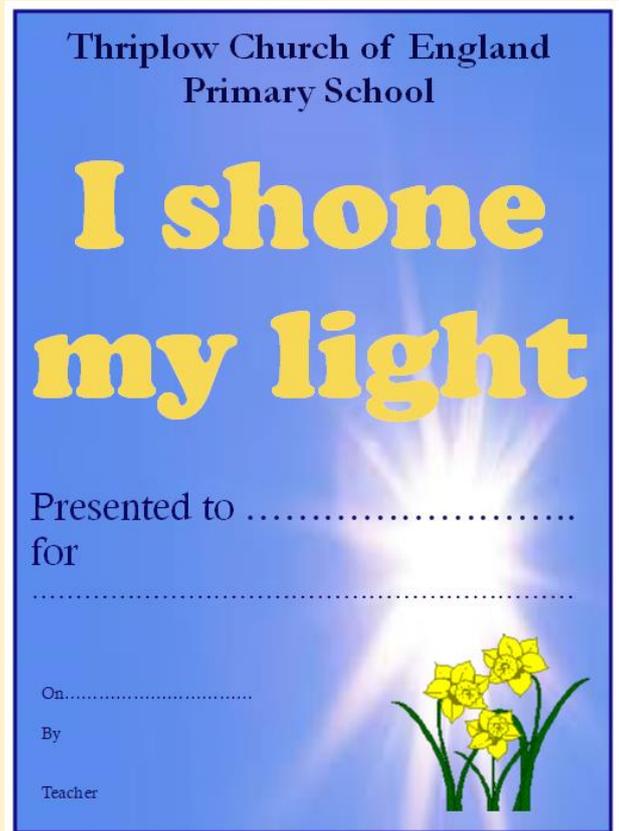
**Happy Birthday
to Maddie and
Isabella who have
celebrated their
birthdays this
week.**

House Points

Our totals for this week!	Total this week	Total this term
Bacon	83	363
Barenton	105	346
Bury	71	326
Bassett	68	316

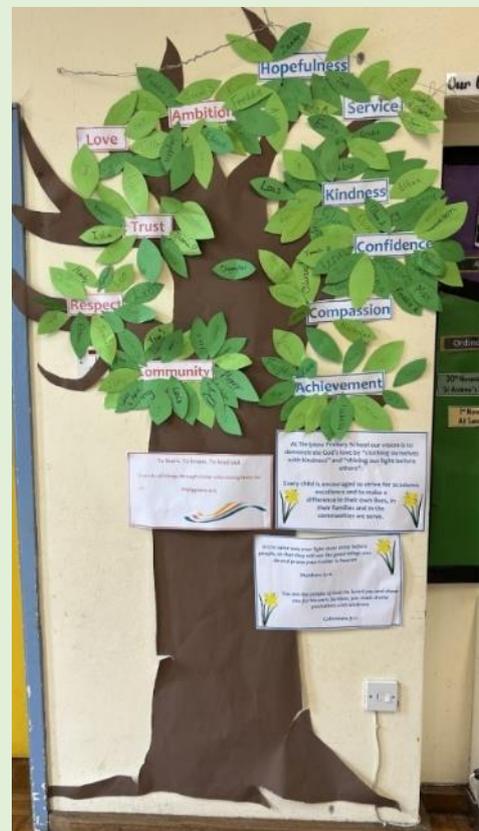
Our certificate winners this week are: -

- Zack (Reception)
- Esca (Reception)
- Lily-Anne (Year 1)
- Charles (Year 2)
- Jenson (Year 3)
- Susannah (Year 4)
- Isabella (Year 4)
- Jess (Year 6)
- Erin P (Year 6)



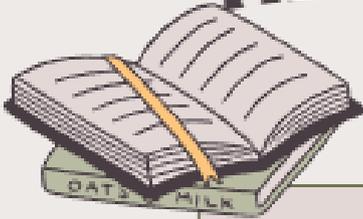
The following children were added to the 'Vision and Values' tree for living out our Thriplow and DEMAT values.

- Lily (Love)
- Connor (Achievement)
- Hollie (Trust)
- Barney (Achievement)
- Eloise (Confidence)





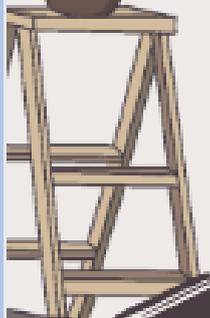
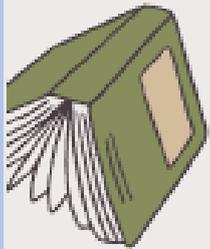
Thriplow Primary School



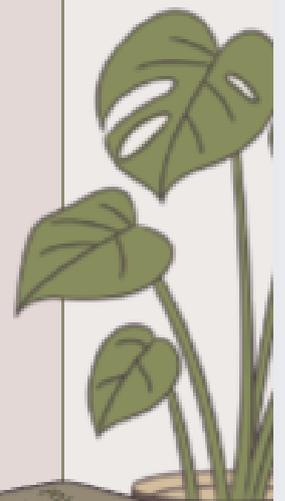
Library



**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 21st 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 21st, you will receive a free ticket for them and for one adult for the 21st.

Thriplow
Daffodil Weekend
& Country Fair



21 & 22 MARCH 2026
10am to 5pm

TICKETS NOW ON SALE!

www.thriplowdaffodils.org.uk

*Fun and fresh air for
all the family*

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

This week for our topic of space, we have been learning all about the first man on the moon; Neil Armstrong! We watched some videos of his expedition and thought about if we would like to go to the moon or not. We also explored space robots and had a go at drawing our own!

In phonics the children have been continuing to learn and recap on different sounds and practicing reading CVC words. This week we introduced CVCC words which the children have all picked up well! Each day we have read a new sentence together on the board and the children have practiced writing dictated sentences in their phonics books.

In Maths we have been looking at repeating patterns. We started the week with looking at and creating our own AB patterns, before moving onto identifying and continuing ABBA and AABB patterns.

In PE on Wednesday the children very much enjoyed having all the gymnastic equipment out and practicing their big and small jumps. In PE on Fridays we have been learning all about health and well-being and what happens to our bodies when we exercise, each week the children have been learning a new team game!

In Art this week we looked at some bright coloured houses and buildings around the world. The children drew and painted their own colourful houses. We had castles, rainbow houses, cat houses, cottages and more!

In PSHE we have started our RSE fortnight by naming different body parts. We sang head shoulders knees and toes and thought about how our bodies have changed since we were babies whilst listening to The Growing Story book.

I hope you all have a lovely weekend!

Butterflies

This week the children have continued to work hard. We started our first RSE lesson by naming parts of the body, including the Scientific names for male and female external parts. The children enjoyed listening to Pantosaurus and participated in the song. They also practised saying, 'No!'

In Geography, we were fortunate to have a talk from some parents about South Africa. It will be great if you can discuss with your child what they have learnt.

For English, the children have looked at how sentences are constructed using, subject, verb, object. It will be great if you could encourage your child to identify these when they are reading. We have also been doing some whole class reading on the story, 'Persephone and the Pomegranate Seeds.'

For Maths, the children have been learning to subtract amounts from 10 or 20. The Y1 children practised subtracting 1 from numbers and Year 2 practised subtracting different amounts. They were encouraged to look at the start number and their answer. Please encourage your child to recall some subtraction facts that they have learnt.

In science we have conducted an experiment testing the conductivity of different materials- coins, paper clips, rubber bands and lolly sticks. The children recorded their predictions and results in their books.

In PE we have continued our learning about teambuilding and communication and the children have been playing problem solving games. In art we are finishing our unit on self-portraits by using oil pastels to draw a self-portrait in a Picasso style.

We hope to see many Y1 parents at the Phonics Workshop next week.

We hope that you have a lovely weekend.

Bees

Bees Class have had an enjoyable week. On Monday, the children continued their learning on non-religious spirituality in RE, creating their own surveys to find out about children's opinions on the natural world. The children continued their eco-themed afternoon in their Science lesson where they learnt about air pollution as part of their unit on ecology.

On Tuesday, the children did their RSE unit where we learnt about the human life cycle. The children learnt that a sperm and egg join, the contents of each type of cell are mixed together

and a baby starts to grow inside the female body. The children then moved on to think about the different feelings we might have about growing up from a baby to a child then to an adult. We wrote a class poem about how we might feel excited but also a bit nervous! The children ended the afternoon by considering the end of the lifecycle - death. Please do carry on this conversation at home with your child.

On Wednesday, the children learnt about Ancient Egyptian Gods in Art - they had a go at sketching a God in their books ready to draw their pictures on papyrus next week. I was so impressed with the pictures the children drew this week so I am excited to see their finished pieces of artwork next week. The children also continued their gymnastics work on bridge balances and started to make a sequence with a partner.

Today, in History, the children began their learning on the Vikings and labelled the parts of a Viking Ship. In tag rugby, they continued their learning on passing and scoring a try.

Throughout this week, in Maths, we have continued our topic on fractions. The children have learnt how to find a fraction of an amount. We will continue this learning next week alongside learning about equivalent fractions. In English, the children have started to write a narrative based on Odysseus' journey through the Sea of Monsters. The children learnt about command words and wrote an opening paragraph all about Odysseus commanding his sailors to trust him despite knowing that there is a six-headed monster and a whirlpool lying ahead of them!

Dragonflies It has been a very full week in Dragonflies. In maths we have been focusing on fractions, decimals and percentages. We have used the hundred square to represent percentages and have been learning about fraction, decimal and percentage equivalents.

In English we have continued reading our class text, *Boy in the Tower*. In our writing we have continued to focus on using speech to advance the action when writing a narrative. In particular, we have been thinking about using speech between two characters to develop a story and have thought carefully about how to punctuate this accurately. We have also been focusing on using descriptive language in order to build a mood

in a story, carefully considering our vocabulary choices to create tension appropriate for our story.

In our History learning we spent time revisiting our learning across the last 5 lessons about the French Revolution and created a double page spread to showcase our learning. Next week, we will begin our new unit of work about the Transatlantic Slave Trade.

In art we finished off our insect artwork before starting our new topic, Chinese painting and ceramics. The children thought carefully about how to hold their brushes and use brushstrokes to create lines that are characteristic of traditional Chinese artworks.

In RE, we reflected upon our learning over this unit so far and considered in depth the potential impact of different technologies over time on the spread and development of different religions. The children considered whether technology is a good thing for religious worldviews. They thought about both sides of the argument and presented these in a piece of written work.

In PE the children enjoyed creating sequences with the counter tension balances and counter balances that they have been working on before performing them for their peers.

Both Year 5 and Year 6 children engaged in RSE learning this week about changes as they grow older. The children engaged in open conversation and asked thoughtful questions. I encourage you at home to continue these conversations and give children the opportunity to ask any questions they may have about any of the learning.

A reminder that children should only have water in their water bottles and no juice or squash. A note that children will be receiving homework as normal on Tuesday - this will not need to be completed until the Tuesday after half term. Mrs Maloney will run homework support on Thursday morning as normal.

As there will be an INSET day next week please note that there will be PE on Monday only. There will be no PE on Thursday.

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.

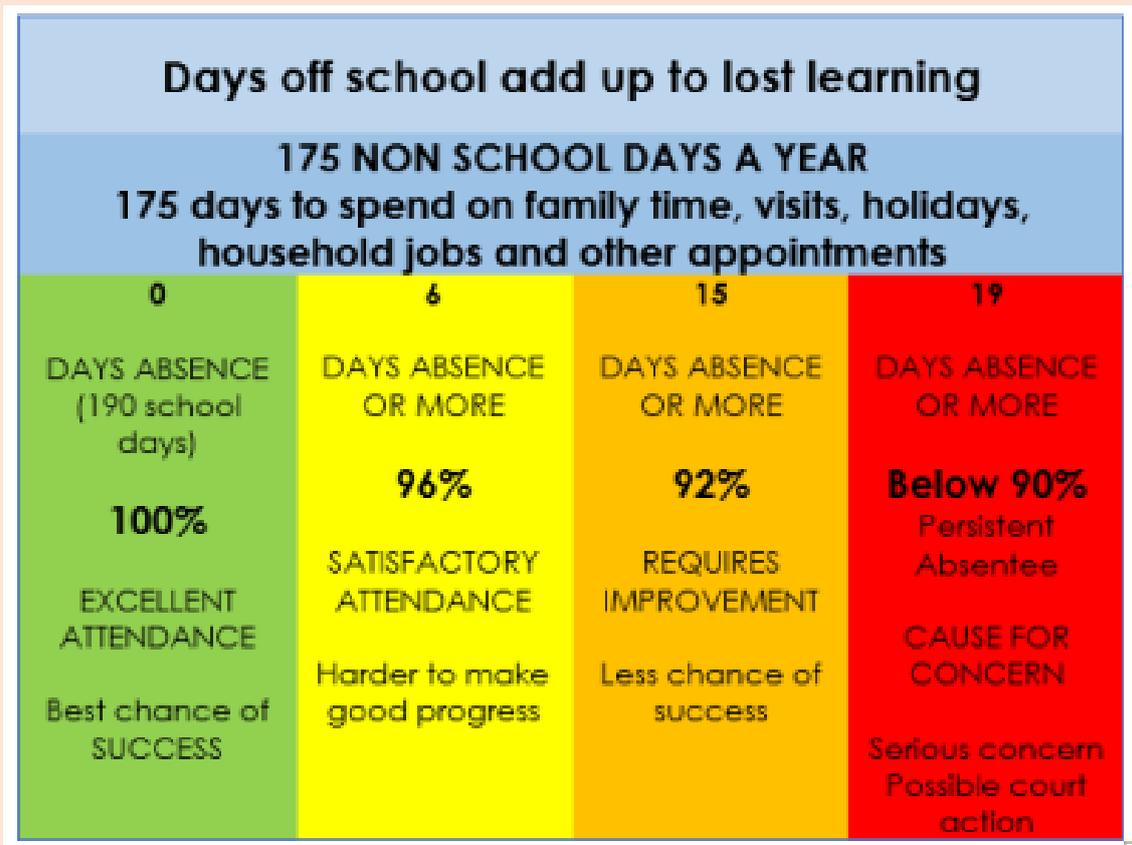
According to the NHS, the perfect lunch box for a child should contain:

- 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



← **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 x 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 x 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

Phone: 01763 208055

Fundraising

by **Ladybird Playgroup**

at **Daffodil Weekend**



21st & 22nd March

We Need Your Help



Jar Tombola

Glass or Plastic jars – filled with toys, pencils, sweets etc

Book & Puzzle stall

Books & complete puzzles (both child & adult)

Donations please to:

Ladybird Playgroup 01763 208055 ladybirdplaygroupthriplow@gmail.com

Daffodil Weekend gives Ladybird Playgroup the opportunity to raise funds for the children and the profile of the setting.

Signup sheet to help run the stall will be in place very soon

10 Top Tips for Parents and Educators

SUPPORTING SAFE USE OF AI

Artificial Intelligence (AI) is increasingly woven into young people's digital lives. It can offer some educational benefits and day-to-day assistance; however, it also raises concerns about misinformation, privacy, fairness, and safety. This guide provides parents and educators with practical strategies to support young people to navigate AI tools responsibly, and to use them safely and with discernment.

1 DEMYSTIFY WHAT AI REALLY IS

Children encounter AI in most online places, including games, streaming platforms, and school tools. Explain that AI uses patterns from past data to make decisions, but it doesn't think or feel like humans. Use age-appropriate examples, like how recommendations on YouTube or Netflix work, to build understanding and prevent false beliefs about AI being all-knowing or alive.

2 TALK ABOUT RISKS OF MISINFORMATION

AI can create convincing false information, including deepfake videos, photos, and fake "facts". Encourage children to think critically about what they see and read. Teach them to double-check information using reliable sources, to look at images and videos carefully, and to ask an adult if something doesn't seem right.

3 DISCUSS DATA AND PRIVACY

Explain that AI systems learn by analysing lots of data, sometimes including personal information. Help young people to be mindful of what they share online and why protecting personal data matters. Model good habits like reading app permissions together or reviewing what's collected by voice assistants like Alexa or Siri.

4 ENCOURAGE CREATIVE USE OF AI

Support children, when using AI tools, to explore ideas, make art, or build projects. This fosters confidence, imagination, and independent thinking. When children use AI creatively, rather than just passively consuming it, they are more likely to stay engaged and make thoughtful choices.

5 USE AGE-APPROPRIATE AI TOOLS

Not all AI platforms are suitable for children. Choose tools designed for education or creativity, with clear safety policies. Review terms of use and privacy settings, and help children use them in age-appropriate ways. For example, some chatbot tools mimic conversation but should only be used with guidance and boundaries in place.

6 USE AI TOGETHER

Exploring AI tools together can help adults understand how they work and spot potential issues. Try co-writing a story with an AI writing assistant or experimenting with an AI art tool. This encourages curiosity, helps you stay informed about the latest AI tools, and allows you to reinforce safe and respectful use while modelling critical thinking.

7 SET BOUNDARIES FOR AI USE

Establish when, where, and how AI tools can be used, just as you would with any digital technology. For example, you might agree not to use AI tools to complete school assignments without permission, or to avoid unsupervised use of voice assistants. Consistent boundaries help manage overuse and misuse.

8 WATCH FOR OVERRELIANCE

Some AI tools, like homework help apps, may be tempting shortcuts. Encourage children to use AI to support their thinking, not replace it. Celebrate effort and process over perfect answers. Reinforce that mistakes are part of learning and that relying too heavily on AI can limit real understanding.

9 TEACH DIGITAL ETHICS AND LITERACY

Help children explore how AI works, where it might be biased, and why ethical thinking matters. Building digital literacy alongside ethical awareness ensures children engage with AI critically, not just conveniently. Help young people to understand that not all people use AI for legitimate purposes; some use it for malicious reasons. Encourage questions about fairness, representation, and who benefits from certain tools; talk about algorithms, echo chambers, and the impact of automation on daily life.

10 STAY CURIOUS AND INVOLVED

AI is developing rapidly, and staying informed helps you support the young people in your care. Follow trusted sources for updates and keep the conversation going. If a child brings up a new AI trend or tool, take the opportunity to learn about it together. Showing interest builds trust and strengthens digital resilience.

Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

#WakeUpWednesday

The National College