



Friday 15th May 2026

Email: weeting@trinitypartnership.norfolk.sch.uk

Website: <https://weeting.demat.org.uk>

Our Christian value this Half Term is Friendship

Calendar of Events

18th May -6th July Oak Class swimming (no swimming 11 th May 2026)	22nd June 8.40-9.40 Elm Class family maths session
20th May Year of Reading – ‘Stanley’s Stick’ storytelling event	29th June 8.50-9.50 Oak Class family maths session
21st May Uniform swap shop	30th June 8.50-9.50 Chestnut Class family maths session
22nd May Chestnut Colour Hamper Draw and Yellow non uniform day Whole School – big truck visit End of term	1st July Elm Class trip to Dragon Hall
1st June Start of term Toothbrushing workshops	3rd July Beech Class trip to Norwich Castle
3rd June YESS Year 6 transition project workshop	6th-10th July Year 6 transition visits to Thetford Academy 7th – 8th July Year 6 transition visits to Icenis Academy Whole School move up days
5th June Grace Schools’ Art Exhibition - Ely	10th July Bags 2 School collection
8th June 9.30-10.30 Acorn family maths session 3.30 Friends of Weeting meeting	14th July Sports Day
12th June Chestnut Class trip to Sandringham House	16th July Friends of Weeting Leavers’ disco
15th June 8.40-9.40 Beech Class family maths session	17th July Weeting Steam Rally End of term
17th June Oak Class trip to London	

A huge congratulations to all our Year 6 children who showed great determination and maturity as they completed their Key Stage 2 test papers. It was a real pleasure to see the children demonstrate the skills and knowledge that they have learnt in English and Maths with such confidence. All other classes across the school deserve a very big thank you as they adapted



‘A cord of three strands is not easily broken’ Ecclesiastes





session times and playtimes so that their Year 6 friends were not disturbed during their tests. We received a KS2 SATs monitoring visit from Norfolk County Council on Thursday and I was delighted that the school was graded as having exemplary practice in the administration of the tests. It is a real validation of the systems and checks that have been put into place over the last few years to ensure that the tests are carried out correctly and in a supportive way to the children.

As we head towards the final week of this half term, I thought it would be useful to have the dates for events taking place until the end of the Summer Term. Please don't forget that we have the Chestnut Class Yellow Hamper draw taking place on **Friday 22nd May**. Tickets can be purchased from Mrs Goode in the school office.



We also have a great end of term treat for each class with a visit from Mr Goode and some giant trucks from his workplace. The children will have the opportunity to explore these and find out what they are used for. Can I please ask that the top car park near the Old School House is not used on **Friday 22nd May** so that we can park the trucks!

Reading Rockets

Congratulations to the following children who received their **Silver Reading Rocket** certificates this week:

Beech – Emma



'A cord of three strands is not easily broken' Ecclesiastes

Congratulations to the following children who received their **Gold Reading Rocket** certificates this week:

Acorn – Ivy-Rose

Chestnut - Wilbie

Beech – Megan, Nevaeh, Markus

Lunch Clubs

As part of our enrichment programme for children, we have some fantastic lunchtime clubs running.

Tuesdays - Mr Jarvis runs a sports club for Elm and Oak.

Thursdays – Mr Jarvis runs a sports club for Chestnut and Beech.

Fridays – Dr Hardie and Mrs Stubbins run a gardening club for KS2.

There are no charges for lunchtime clubs. Gardening Club can be booked onto via MCAS.

Gardening Club

This week the gardening team have worked on creating the vegetable plot area of their garden for the Sandringham Flower Show, representing the work of our farming community. The group selected a whole range of different vegetable and herb seeds to plant into our recycled containers. We were very pleased to see that the succulents planted last week and the flower seedlings are going from strength to strength.





Rising Stars After School Club

- ☀ Tuesdays: Multisports / Dodgeball
- ⚽ Thursdays: Football
- 🕒 Time: 3:15 – 4:15pm
- 📍 Open to Reception – Year 6



✨ Boost confidence, build skills and have FUN with our experienced coaching team!

📱 Book now ➡ <https://risingstarscoaching.pembee.app>


⚡ Limited spaces – don't miss out!

Please note that the After School Clubs on **Tuesdays and Thursdays from 3.15-4.15pm**, run by Mr Jarvis, must be booked through the links below.

**WEETING
AFTERSCHOOL CLUBS**

	
TUESDAY Multisports / Dodgeball	THURSDAY Football

All sessions 3:15 – 4:15pm

 **RISING
STARS**
COACHING

<https://risingstarscoaching.pembee.app/>



Wraparound Care Provision

We are striving to make our breakfast and after school clubs accessible to all families. Our revised Wraparound Care hours consist of:

Birch Breakfast Club

7.40am-8.40am at a cost of **£5.00 per session**. This cost includes a drink and a choice of cereal or toast.

Birch Breakfast Club

	Monday	Tuesday	Wednesday	Thursday	Friday
Activity	Construction	Games	Drawing	Physical	Games
Snack	Toast or cereal	Toast or cereal	Toast or cereal	Toast or cereal	Toast or cereal

Bookings for Birch Breakfast Club must be made by 6pm on the previous day. On the day bookings will not be accepted.

Apple After School Club

3:15pm – 4:15pm at a cost of £3.50 per session.

3:15pm – 5:15pm at a cost of £5.50 per session.

4:15pm – 5:15pm (after Rising Stars sports club, Tuesdays and Thursdays only at a cost of £3.50 per session)

Children staying for a part session will receive a drink, yoghurt or toast and fruit. Children staying for a full session will get a light tea consisting of pitta pizzas, pasta, soup or a toastie.

Children attending an after school club session, after the Rising Stars sports club, will be taken to Apple After School club by Mr Jarvis.

Apple After School Club

		Monday	Tuesday	Wednesday	Thursday	Friday
Activity		Cooking Club	Lego Club	Creative Club	Book Club	Games and Disco
Snack	3.15-4.15	Yoghurt or toast Fruit bowl	Yoghurt or toast Fruit bowl	Yoghurt or toast Fruit bowl	Yoghurt or toast Fruit bowl	Yoghurt or toast Fruit bowl
	3.15-5.15	Pasta	Pitta pizzas	Bagels	Muffins or crumpets	Toasties

We are very much looking forward to a new full week of activities and have some fun and exciting things planned for the children this term. Here is a list of the activities planned for the start of term!

Week beginning 18th May

Monday 18th May – Cooking Club – fruit salad

Tuesday 19th May – Lego Club

Wednesday 20th May – Printing and stamping

Thursday 21st May – Book Club “Augustus and his Smile” and tiger painting

Friday 22nd May – Games and Disco

Apple After School Club and Birch Breakfast Club at Weeting Primary School are registered childcare providers. This means you could claim tax-free childcare. This scheme is available for working families, including the self-employed. For every £8 you pay into an online account, the government will add an extra £2, up to £2,000 per year. For more information, please visit www.childcarechoices.gov.uk



UK Government Help for Households

Want up to **£2,000** for childcare?

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Dr Hardie



‘A cord of three strands is not easily broken’ Ecclesiastes

4:12



What is happening at Weeting?

The children have been very busy this week. Here's what's been happening in your child's class:

Acorn

This week we learnt about our government. We learnt that Keir Starmer is our Prime Minister and that he and his team make decisions about our country in the Houses of Parliament. We learnt that people get to vote who they want to lead our country, at a polling station, but not everyone will get what they vote for as the most votes win. The children had their own vote about which toys to have outside during the afternoon. The children filled in their own ballot papers and placed them in a ballot box, then the votes were counted! Out of hula hoops, skittles and bikes; bikes were the winner! We thought about what we would do if we were the Prime Minister, including "I would build lots of playgrounds so children can climb and slide", "I would give people food and gold", "I would give people lots of nice money, and make sure they have lots of drinks." And "I would build lots of houses for people to live in."



In our Maths learning we made AB patterns – continuing them, making our own and identifying and correcting mistakes in patterns. We also did some shape matching, matching shapes to outlines and their shadows.



In our Phonics learning we reviewed words in sentences, tapping or clapping for each word in the sentence. We also started working on rhyme detection, identifying rhyming words in stories and in nursery rhymes and finding matching rhyming word pictures.



In Art we used block paints and water to create our sea backgrounds ready for the fish we made last week. We painted wavy and straight lines, using paintbrushes and sponge rollers.



Chestnut

In English we spent our final session reading our class book 'The Queen's Hat'. The children showed great recall of the events in the story as they sequenced a set of pictures to help them summarise the main events. As a class they then wrote captions to explain these events and made great use of interesting sentence starters to help maintain the readers' interest.



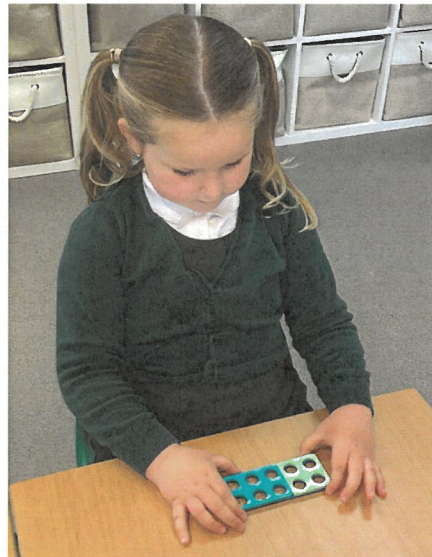
In Maths this week, the children have been learning about number bonds to 10. At the start of the week they learnt to work in pairs to share a set of 10 cubes. They worked together to use the number sentence “I have 5 and I have 5. We have 10 altogether” and were very focused as they tried to find as many different ways to show 10 as they could.



The children went onto applying this new knowledge using cars, this time exploring how many different way they could park 10 cars in two car parks. It was great to see how much more confident they are at counting on from 1 group of objects to another, a skill they practiced a lot last week.

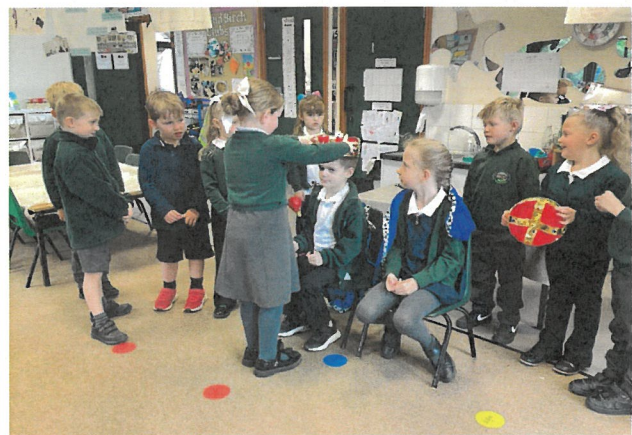


The final activity of the week was for the children to use their growing knowledge of number bonds to find different ways of making 10 using 2 pieces of Numicon. They made good use of the 10 pieces to lay out the different possibilities, quickly realising when they had more than a total of 10.





In our Primary Knowledge Curriculum learning about 'Kings and Queens', we learnt that a Coronation is when a member of the Royal Family becomes a King or Queen. The children learnt that the new King or Queen sits on a special throne that once belonged to King Edward, wear the King Edward crown and that they hold a scepter and orb to show that they are the head of the Royal Family. Chestnut Class had a great time acting out a coronation service, with great pomp and ceremony. The well rehearsed curtseys and bows came into good use during the Coronation ceremony! As well as the King and Queen, there were page boys, ladies in waiting, invited guests and the Archbishop of Canterbury who was the person appointed to put the crown onto King Charles' head when he was made King.





In Art, we looked at a painting called 'Tiger in a Tropical Storm' by Henri Rousseau. The children made some great observations including "I can see thunder and rain in the sky. That's why he used the word storm in his title", "The tiger is hiding in the jungle. He's wrapped his tail round the tree" and "I think the tiger looks shocked because he's hungry". The children then learnt how to use block paints, carefully wetting them just enough to create bands of colours and remembering to squeeze the excess water out of the brush before mixing up their colours. There were some very excited responses as colours started to run into each other including "Look, I had blue and then I had yellow and now I've got green" and "My sky really looks like it's raining and the colours are mixing together in the rain".





In RE, the children focused on a special place for Hindus called a mandir. They discovered that Hindus visit the mandir to pray and meditate. The children learnt that in a mandir, and in many Hindu homes, families create a puja table, a special altar where statues of important gods and goddesses, fruit, flowers and diya lamps are displayed. The class made a beautiful puja table and enjoyed adding in some of their new found favourite vegetables from the class snack bowl! The children then went outside and created traditional Hindu rangoli patterns, used to welcome guests and bring them good luck.



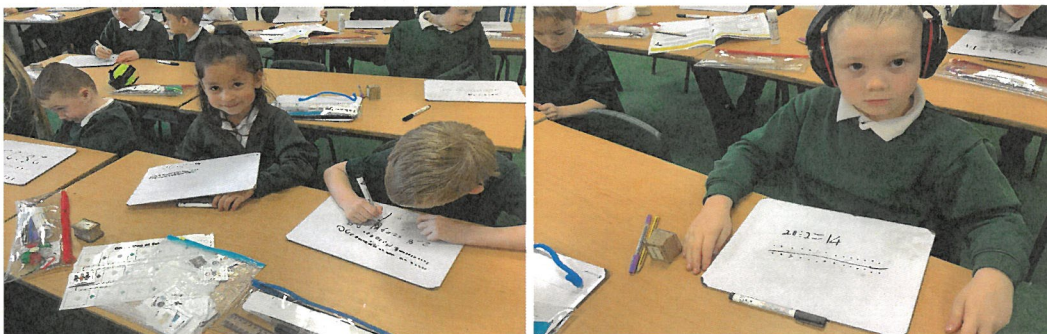


Beech

This week in Beech Class, we have been refining our understanding of the opening of stories, focusing on how we can use adjectives and time adverbials to enable the reader to really imagine the scenes we are describing. Beech Class outdid themselves with their descriptions of lush jungles, evil, colossal tigers, and clumsy, joyful babies. There has been a concerted effort to improve presentation and handwriting, which can be seen in many of the children's books.

We will continue to focus on spelling and letter formation to ensure that our writing is as clear and easy to read as possible.

In Maths, we continue to grapple with multiplication and division. Many of the Year 2s are able to use times tables facts to solve number problems and we continue to practise these to ensure we are fluent, so that our calculations are easier for us to solve quickly. We have been using arrays to help us look at more difficult problems, drawing them effectively to help us finish our questions quickly. For division, we have decided upon sharing as the most efficient method, and it has been lovely to see children develop in confidence, understanding that they can solve problems that they once found difficult.

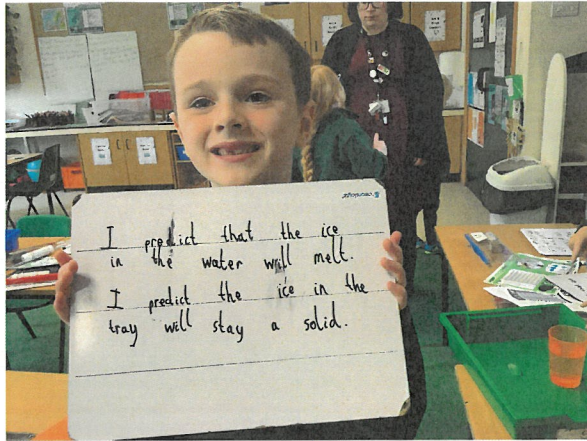




Geography this week focused on the explorer Roald Amundsen and his achievements in navigating the North-West Passage, as well as his journey to reach the South Pole. We learnt about how Amundsen used the knowledge and experience of Inuit people to prepare for his trip, dressing like them, eating the same foods, and using the safest paths. He was also able to repurpose this knowledge when crossing Antarctica, the coldest and windiest place on earth!

Building on our learning about atoms and states of matter, Beech Class put on their lab coats to observe the different states of water. We previously learnt that atoms cannot be seen, but we can only see the effects of them. We talked about how the atoms in ice are packed together and are strongly connected so that the ice does not change shape. However, there is more space between the atoms in water and the connections are weaker, so that water can flow and form the shape of its container. The children compared how quickly ice melted depending on its environment, whether it was simply exposed to the air or if it was put into a warm beaker of water.





Our RE lesson took a very interesting turn this week when one of the children expressed that they had heard the view that we should only learn about Christianity and God. With very little input from the adults, the children began debating this idea with great maturity and respect towards each other. Some of the most interesting points expressed by the children were:

"We need to know about what other people believe so that we can talk to them without everyone getting confused."

"If I saw a girl who was Muslim and she was sad, I would know what to say to cheer her up."

"If we don't know all the other religions, how would we know that we picked the best one?"

"Not everyone is Christian, we need to know more about everyone."

"What about if we travel to other countries where people aren't Christians?"

"I don't want to learn only one thing. That's like only being allowed to learn one lesson like Phonics!"

We might not have completed the lesson plan for the day, but I could not have been prouder of the insight, empathy and hunger for knowledge demonstrated by the children.

Elm

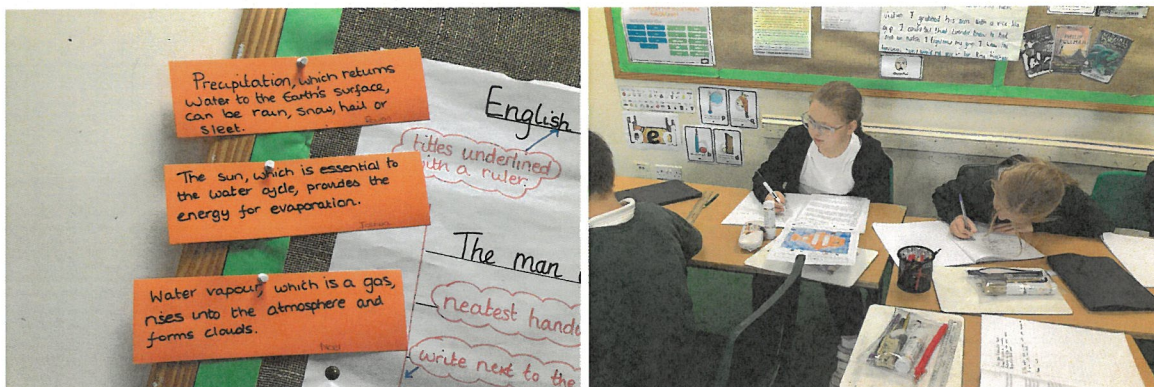
We have had another fantastic week in Elm class.

This week, in History, we learnt about Oliver Cromwell and his role as Lord Protector after the English Civil War. We discussed the reasons why he would be regarded as a hero and also why some people regarded him as a tyrant.

In English, we have begun to learn the skills we need to be able to write an explanation text linked to the water cycle. We have looked at the features of an explanation text, such as using a third person perspective, complex sentences and subject specific vocabulary. We have identified these features in our model text and have had a go at writing a few complex sentences that might help us with writing our final piece.



Our Science learning this week has focused on the different states of water in the water cycle. We have now covered the whole water cycle, and we are starting to gain confidence in explaining the different processes using the correct terminology – ‘condensation’, ‘evaporation’ and ‘precipitation’. We were even lucky enough to see the water cycle in action this week as we observed clouds of water vapour rising from the canopy after the rain on Wednesday.

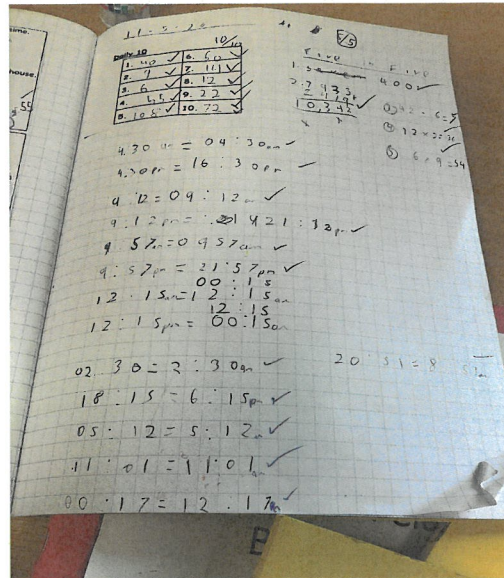


In Geography, we have learnt about The White Cliffs of Dover, and how its chalk was formed over millions of years. We used atlases to plot Dover onto a map of the South East of England and then we measured The Strait of Dover with a ruler, using the map scales to work out that it is around 30km wide. We also learnt about the importance of The Port of Dover for importing and exporting goods as well as for tourism to mainland Europe.



We have concluded our time topic in Maths this week by calculating durations of time using a number line and by recognising the number of complete rotations made by the minute hand. We have also learnt how to convert between minutes, seconds and hours by multiplying or dividing by 60. We have used our 6 and our 10 times tables knowledge to support us. We have studied the calendar and now know what makes a leap year, how to calculate the next leap year. We also learnt a rhyme to help us remember how many days are in each month.





Oak

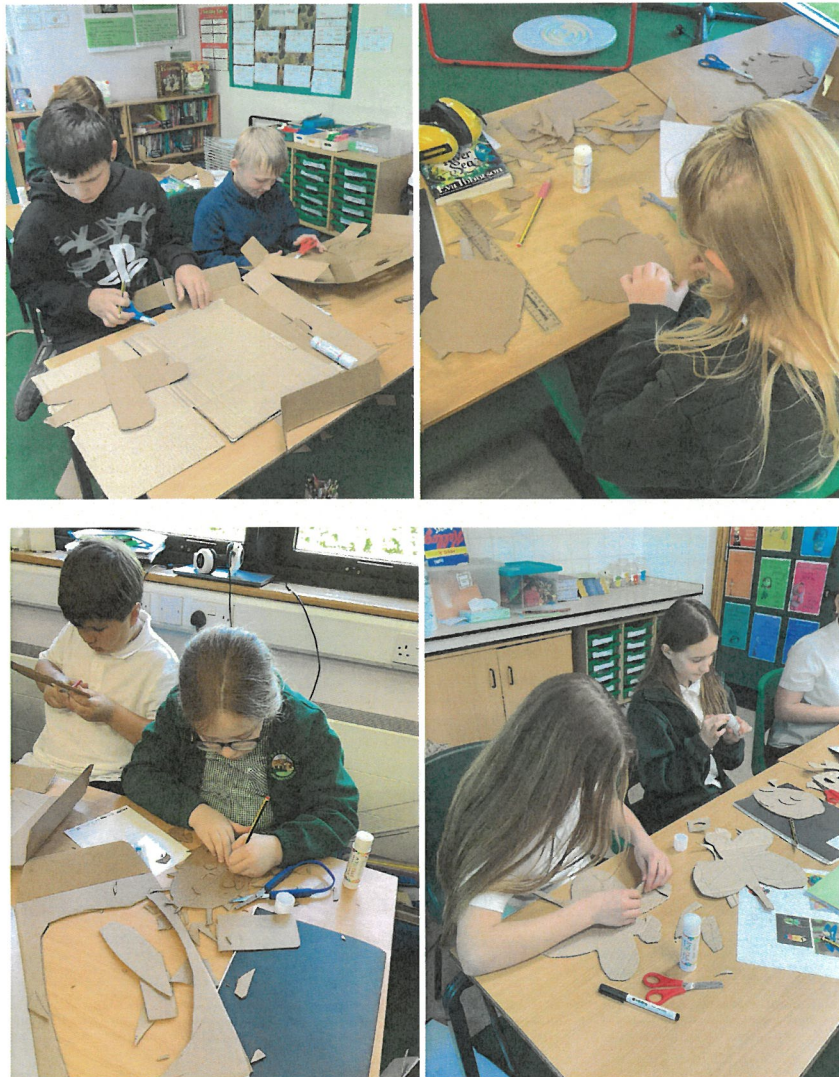
In English, we have been sharpening our grammar skills and putting them into practice in short pieces of writing. We have been hunting for *abstract nouns* (like *freedom*, *kindness* and *excitement*) and talking about how they help us show feelings and ideas rather than “things you can touch”. We have also focused on using *commas for clarity*, especially in longer sentences, so our meaning is crystal clear. Apostrophes have been a big one too: we have practised spotting the difference between *singular* and *plural possession* (e.g. *the girl's book* vs *the girls' books*). Finally, we have been revisiting *word classes* and experimenting with swapping words around to see how nouns, verbs, adjectives, adverbs, prepositions and conjunctions all work together.

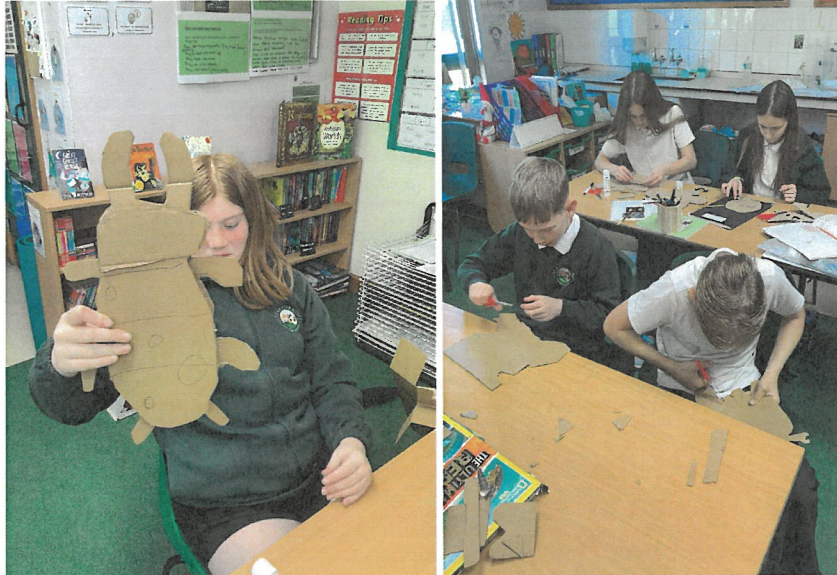
In Maths, we have been revisiting shape and space, starting with *polygons*. The children have been sorting and naming shapes by their properties (number of sides/vertices, regular vs irregular) and explaining their thinking using correct vocabulary. We have also explored *3D shapes*, identifying faces, edges and vertices, and comparing shapes that look similar (for example, cubes vs cuboids). On top of that, we have been working on *coordinates* - plotting points accurately on a grid and reading them back carefully. We have practised moving along the x-axis first and then up/down the y-axis, and even had a go at drawing simple shapes and patterns by joining plotted points.

In RE, we have been learning more about Sikhism and exploring three of the Five Ks in more depth: *kesh*, *kanga* and *kachera*. We talked about *what each one is* and *why it matters* to many Sikhs today. For example, we learned that *kesh* is keeping hair uncut as a sign of respect and faith, and that the *kanga* (a wooden comb) is linked to caring for and keeping hair tidy. We also discussed the *kachera* (special shorts/undergarment), and how it can represent self-discipline, modesty and being ready to do the right thing. The children have been asking thoughtful questions and making links between symbols, identity and belonging.

Our focus in PSHE has been on *influencers* and building *media literacy*. We've discussed what an influencer is, why people follow them, and how posts can be designed to persuade (even when they look like "just for fun"). The children have practised asking smart questions such as: *Who made this? What do they want me to think or do? Is it an advert, and can I spot the clues?* We've also talked about the difference between facts, opinions and "clickbait", and how to check information before sharing it. Lots of great conversations about staying safe, confident and in control online.

Finally, in Art, we have completed the building stage of our *cardboard reliefs* (layering and attaching pieces to create a raised, textured design). We have begun adding colour to finish them off, experimenting with colour choices, shading and highlights to make the textures stand out. We have also chatted about how artists use tone and contrast to draw your eye to certain areas. The results are looking fantastic and each one is totally unique.





Birch Breakfast Club and Apple After School Club

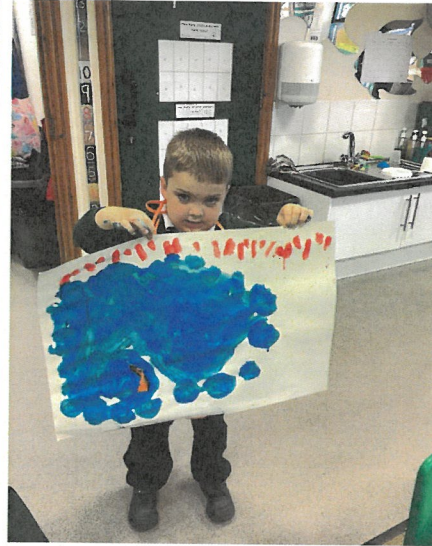
Apple After School Club this week started with cooking club and the making of delicious shortbread biscuits. The children followed the recipe and made an amazing batch of biscuits.



At Lego Club the children made some great models including a crane, a pineapple, a house, an oil rig and many more which are on display in the annex.



At Craft Club the children made pictures with paint, stickers and stamps.



At Book Club the children read "Too Much Stuff" and linked with junk modelling. This is always a huge success with lots of creativity and enthusiasm on show.



Awards of the Week

The following children were particularly celebrated for their effort and achievement in class:

Evie and Jude in Acorn Class; Arley and Albie in Chestnut Class; Ella-Rae and George in Beech Class; Scarlett and Rowan in Elm Class; Jack and Blake in Oak Class.

Well done to all the children for their hard work this week!

Attendance

School attendance is at **92.6%** for the week.

Below is the attendance for each class – the Government target for attendance across the country is **96%**.

Chestnut -93.3%

Beech -93.3%

Elm -89.6%

Oak - 94.7%

Well done to **Oak Class** for having the best attendance this week!

Weekly attendance tickets were awarded to:

Chestnut: Amelia, Blanka, Otis, Arley, Ollie, Ella-Rose, Alana-Rose, Alfie, Emily, Finlay, Charlie, Stanley

Beech: Albert, George, Maggie, Kaiser, Oakley, Henry, Ella-Rae, Avery, Spike, Theo, Johnny, Teddy, Frankie, Jace, Warren, Megan, Ollie, Nevaeh, Archer, Harry, Roman, Arthur, Kit, Tommy

Elm: Evie B, James, Callie, Ella, Rowan, Eden, Lillah, Noel, Luna, Freddie, Isaac, Mason, Seb, Scarlett, Joshua, Ryan, Grace

Oak: Tommy, Hannah, Esmail, Connie, Charlie D, Archie, Charlie G, Herbie, Albert, Jack, Barrett, Erin, Mollie, Kelsey, Arthur, Fliss, Blake, Emily

Worship Focus of the Week

In this week's Picture News worship we focused on the following question.....

