

Northwold Primary Magazine Summer 2026

Every Child an Artist: Why Creativity is Our Secret Ingredient

At the heart of Northwold, you'll find the vibrant world of art. We believe that **every child is an artist**, and our commitment to the arts goes far beyond paint on a canvas; it grows children who can express themselves, critique their work and understand the influences of artists around them. Art is a non-negotiable part of our curriculum and supports your child's development in several ways.

Developing the "Core" Beyond the Basics

Art is a powerful engine for cognitive and physical development. Gripping a paintbrush, cutting with precision, and manipulating clay strengthen the small muscles in the hands—essential for handwriting and the development of fine motor skills. Children develop critical thinking skills when deciding how to represent a 3D object on a 2D page. This requires spatial reasoning and complex problem-solving skills.

A Sanctuary for Mental Health

Art allows children to externalize their feelings in a safe, non-verbal way. When a child is deeply engaged in drawing or sculpting, they enter a state of "flow." This mindfulness reduces anxiety and builds emotional resilience. Unlike a math problem, art doesn't always have a single correct result. This freedom reduces the fear of failure and builds a healthy sense of self-worth.



Harnessing the Power of Expression

We teach it to give children a voice. Our focus is on the *process*, not just the *product*. When a child explains why they chose a specific shade of blue or why their sculpture looks "spiky," they are practicing communication and self-awareness. We encourage them to take risks, experiment with textures, and see mistakes as learning that leads to new discoveries.

How You Can Support the Journey at Home

You don't need to be an expert to encourage your young artist! Here are three simple ways to keep the creativity flowing:

Talk about your child's art: "Tell me about..." invites your child to describe their process.

Value the Mess: Set aside a small corner where it's okay to get paint on the table. The freedom to be messy is the freedom to be creative.

Praise their concentration, their choice of colours, or the way they tried a new technique.

Most of all – have fun!



A walk through Art across the School

In EYFS, our youngest artists have been busy exploring colour, pattern and texture through hands-on learning. They began creating vibrant fruit art, experimenting with colour using fruits. They have explored the art of Monet and Kandinsky and mixed their own colours to create delightful pieces inspired by the artists.



Year 1 have been exploring the bold shapes and vibrant colours of Henri Matisse. Inspired by his expressive cut-outs, the children experimented with shape and pattern to create their own striking artworks.

Year 2 have been busy developing their sculpting skills, creating clay animals. They took inspiration from ceramic artists Nick Mackman and Betty Woodman, carefully shaping and joining the clay to produce imaginative pieces.



Year 3, pupils explored form and texture by making clay pots, studying the contemporary ceramic work of Jami Porter alongside the elegant forms of Magdalene Odundo. The children produced beautifully shaped and thoughtfully decorated vessels.



Year 4 have been designing and creating their own stained-glass windows inspired by the iconic designs of Charles Rennie Mackintosh. They explored line and colour, resulting in eye-catching designs that reflect both creativity and precision.



Year 5, pupils studied the vibrant, repetitive dot work of Yayoi Kusama. And created their own expressive dot art pieces. Finally, Year 6 have been developing their observational drawing skills, taking inspiration from Leonardo da Vinci.

By prioritizing art, we are giving our students the courage to think differently, the tools to stay mentally healthy, and the skills to navigate a changing world. In the words of *Henri Matisse*, "Creativity takes courage." We can't wait to see what they create next!

Celebrating Maths

Mathematics at Northwold is not just about getting the right answer - it's about building strong mathematical foundations for life. Our children do this every day: debating ideas, explaining their thinking, spotting patterns and tackling challenges with an ever-growing confidence.

From the early years children explore fractions, geometry, statistics and algebraic thinking with the aim of deepening their knowledge and creating a rich web of understanding rather than isolated skills.

Through daily practice, carefully sequenced lessons and engaging activities, children build both speed and accuracy into their work, applying their mathematical skills to reasoning tasks.

As each child's mathematical journey is unique, staff work closely with all children, completing regular diagnostic assessments to swiftly identify any misconceptions and adapt the learning objectives to suit the individual child.



This is further strengthened by focused interventions. Our aim is that by revisiting key concepts, having opportunities to practise essential skills that our pupils can develop within a supportive environment. Our curriculum ensures that children who regularly apply these skills achieve greater success when solving word problems, participating in investigations and finding solutions to real-life scenarios.

Geography

Curiosity has been at the heart of geography learning this half term, with children across the school exploring how weather, landscapes and human activity are linked. Through practical investigations and thoughtful discussion, pupils have been developing a deeper understanding of the world around them.

Fieldwork is a key part of Geography and hands-on learning. In the early years of key stage 1, pupils have been carefully observing and recording changes in the weather. By collecting data over time, they have begun to spot patterns and consider how human actions can influence weather and climate, helping them make meaningful links between their everyday experiences and the wider world.

Elsewhere in the school, children have been transported to some of the most powerful natural environments on Earth as they explored volcanoes and the cities built around them. Through this topic, pupils considered why people choose to live near volcanoes, weighing up the risks and benefits and deepening their understanding of how physical geography influences human settlement.



In upper key stage 2, pupils have been developing their analytical skills by working with geographical data to compare how environmental issues affect different parts of the world. By studying real-life examples, they have gained a clearer understanding of the challenges faced and the impact of climate and environmental change on food production, natural habitats for plants and animals and the long term impact on humans. It has been fantastic to see the enthusiasm and curiosity shown by the children as they grow in confidence as geographers. The range of fieldwork and investigations last term has helped bring learning to life, and we are excited to build on this as the year continues.

Science



The science curriculum fosters a healthy curiosity in children about our universe and promotes respect for the living and non-living. We encourage the children to be inquisitive throughout their time at school and beyond. Learning in science prioritises the increasing of children's knowledge and understanding of the world. Scientific skills and concepts are developed through a process of enquiry and observation. We endeavour to ensure that the Science curriculum is exciting and innovative as well as building core skills and knowledge.



Science in Action

The children are provided with the unique opportunity to experience 'Science in Action' in all the classes. This can be taught through both specific activities and incidental observations or experiences. As such, this allows our children to investigate scientific theories, pose questions in the context of a situation and highlights the role that science has in our everyday lives.

Forest School

During the Forest school and fieldwork sessions, the children are provided with exciting and practical experiences. Children love the chance to learn through being totally hands-on and finding things out for themselves - the perfect way to understand the world around them.



History

Last term, history learning came alive through a range of trips. These well-aligned trips consolidated children's understanding and helped them to make meaningful connections with the past.

Year 2 enjoyed a fascinating visit to the Florence Nightingale Museum, where they learned about the life and achievements of Florence Nightingale and why she remains such an important figure in history. Seeing artefacts and exhibitions helped deepen their understanding of her work and legacy.

Year 1 explored changes in home life over time with a visit to the Museum of the Home, linking perfectly with their learning about changes in fashion, everyday objects we use and the impact of industrialisation.

The children were excited to compare homes from the past with those of today and to see how people's lives have changed over time.

Year 3 travelled back to Ancient Egypt during their visit to the British Museum. After studying the Ancient Egyptians in class, the children were fascinated to see real artefacts, including mummies and ancient objects, which helped bring their learning to life and encouraged thoughtful discussion and inquiry.



“Something wicked this way comes” Shakespeare for Schools

Well done to all the Y5 children who took part in Macbeth at the Stratford Theatre. What a fantastic opportunity! They received positive feedback from the festival curators...

“This was a murderous, musical retelling of Macbeth, performed by a confident ensemble. Well done!”

“It was a thrill to experience the company's choice to tell this story as a musical - a truly unique and exciting version of Macbeth. The ensemble singing was a particular highlight.

The cast did really well to deliver these moments and the song after Lady Macbeth's death, with the ensemble holding candles, was particularly moving.”

“Performances like this show us that Shakespeare can live on, in the hands of young people, in fresh, exciting and reimagined ways. We hope to welcome you back to Shakespeare Schools Theatre Festival for another 25 years - and beyond!”



Phonics

At Northwold, we believe that synthetic phonics is an effective method of ensuring children learn to read quickly and proficiently. During the Spring and summer terms, the children made significant progress in their journey to becoming fluent readers.

Children and teachers have been working extremely hard in revising and consolidating previously learned phonics sounds and also learning new graphemes and phonemes. Using a range of multi-sensory methods, for example phoneme fingers, sound buttons, magnetic letters and flashcards, children have been encouraged to become more confident at reading real and pseudo words. A variety of interactive resources are used to support the children in decoding, blending and segmenting unfamiliar words. The phonics sessions also allow opportunity to practice how to form and write letters correctly. This is key in developing handwriting and cursive script.

Last week, our year 1 children carried out their phonics screening check, which is a national check that identifies which children are fluent readers and identifies where support is needed to develop skills further. They all have done so well – we couldn't be prouder!

Thank you to all the parents who have been reading regularly with their children. We appreciate your support in consolidating their learning and encouraging their love for reading.



Reading

This term, Northwold Primary has been a true celebration of reading for enjoyment. We firmly believe that fostering a love of reading is one of the greatest gifts we can give our pupils. Our focus has been on igniting imagination, creating excitement around books, and building a community of passionate, lifelong readers. Recently we celebrated World Book Day – children and staff alike came dressed as some of their favourite characters.

In classrooms, teachers continue to dedicate time to shared reading daily – where classes share a novel, exposing pupils to challenging, high-quality texts that they might not choose independently. This shared reading experience is vital for building vocabulary, improving comprehension, and most importantly, sharing the love of reading. We extend our thanks again to all our families who continue to support their children's reading journey at home.

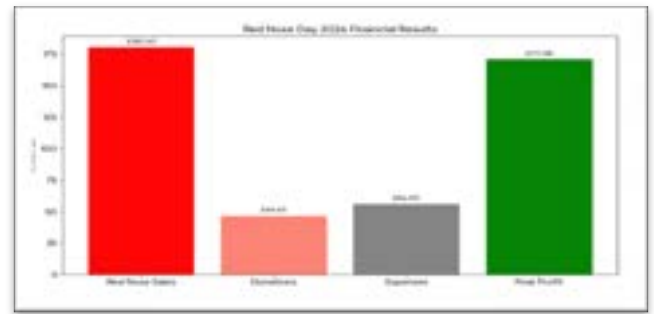
Whether it's reading a bedtime story, listening to them read, or simply sharing a love for literature, your support is invaluable in ensuring every child at Northwold grows into a confident and enthusiastic reader.



Charity Begins at Home!

Food Donation Collection

The Charity leads at our school organised a food donation drive to help people in need. A large amount of food was collected. The donations were given to Hackney Local Food bank to support families. Thank you for your support!



Red Nose Day 2026 Charity Event

On March 18, our school was transformed into a sea of red to celebrate Red Nose Day. Led by our Charity Leads, the event was a spectacular success that brought the entire school and local community together for a common cause. Pupils arrived to school dressed in vibrant red outfits, proudly sporting their red noses.

This initiative showed our community that our children are not just learners, but active citizens dedicated to making a difference.

Children's Mental Health Week

The school celebrated Children's Mental Health Week during the week of February 9th. The theme, 'This Is My Place', encouraged every child to think about where they feel safe and where they belong. A key aspect of the week was the Mental Health Assembly, led by prefects. They delivered a clear, engaging presentation, sharing practical advice about how to look after one's mental health. Throughout the week, students enjoyed a range of activities including card games, table tennis, skipping challenges, and King Ball. These activities helped build friendships, promote teamwork, and strengthen community. Through play and shared experiences, pupils were reminded that our school is a place where everyone can thrive.

A special highlight was our 'Wear Your Favourite Colour' Day, where children dressed in colours that represent who they are. The bright display across the school was a wonderful celebration of individuality and belonging.

Religious Education

RE provides regular opportunities to explore and understand a range of religions and beliefs.

Through these lessons, children learn what it means to belong to a faith and how this can influence people's values and ways of life. They also examine how different religions care for others, show compassion, and contribute positively to society.

To enrich their learning, pupils visit different places of worship, where they can see and experience religious practices in real-life contexts. They also learn about important festivals and special events across various religions, helping them to appreciate diversity and develop respect for different cultures and beliefs.



Many children took part in this year's in-school Religious Education Calendar Competition. The theme, *Sacred Stories*, inspired a wonderful range of thoughtful and creative entries. Congratulations to all our winners for their beautiful work, and well done to everyone who took part.

Sports and PE

This spring term has been a fantastic period of growth, achievement, and determination for our pupils at Northwold Primary School. Across all the competitions we have taken part in, our students have performed exceptionally well, showing significant improvement compared to the previous term. Their dedication, teamwork, and positive attitude have truly stood out, and it has been a pleasure to watch them progress.

I am incredibly proud of how hard the children have been working to improve their fitness and overall performance during our Wake Up Shake Up sessions and PE lessons. Their enthusiasm and willingness to challenge themselves have made a real difference. What has been even more rewarding to see is how this commitment extends beyond lesson time. During break and lunch, many children are choosing to practise the skills they have learned in PE, demonstrating independence, motivation, and a genuine desire to improve. This is a fantastic habit that will continue to benefit them both physically and mentally.

A highlight of the term was a visit from Josh Kirlew, an Olympic swimmer representing Jamaica. He delivered an inspiring and powerful talk to our students, sharing his journey and encouraging them to always persevere, no matter the challenges they face. He spoke openly about being autistic and the barriers he encountered, including people doubting his abilities and opportunities being taken away from him. However, rather than holding him back, these experiences motivated him to push harder and pursue his dream of competing at the Olympic Games.



Olympic swimmer, Josh Kirlew, inspired the children in an assembly.

His message to the children was clear and meaningful: never let anyone tell you that you can't achieve something. With hard work, belief, and resilience, anything is possible. As a school, we hope our pupils carry this message with them—not only in sport, but in all areas of their lives.

This term has shown just how much all of our students are capable of when they apply themselves and support one another.

The improvements we have seen have been remarkable and I am excited to see how the children continue to develop over the remainder of the summer term.

Coach Jordan



Music

Our school has continued to promote creative expression and celebrate the musical talents of our students. Pupils in Year 3 and Year 5 took to the stage with confidence in their micro-musicals, showcasing not only their singing and acting skills but also impressive teamwork and coordination.

Members of the Arbor Academy Choir further inspired our students by touring all four schools within the trust. Their performance of *Dona Nobis Pacem*, sung beautifully in a round, created rich harmonies and left a lasting impression on all who listened.

Our school concert was another highlight, bringing together a vibrant ensemble of ukulele players, the choir, and instrumental soloists. This inclusive event encouraged

students to step beyond their comfort zones and experience the joy of performing. In addition, all students participated in the BBC Ten Pieces project, sharing student-led performances and original compositions.

We are proud to nurture a musical culture that is both inclusive and inspiring for all.



After School Clubs

We provide a variety of after school clubs such as photography, film club, eco-school, cookery and arts and crafts.

Last term in eco-school we took part in 'the great big school clean' where children went around the local area and litter picked. They managed to collect 20 bags full of local litter. Local residents were very impressed to see the children's enthusiasm and how keen they were to help their local community.



During arts and crafts children created many fun and amazing pieces including their own Claude Monet art work of 'The Wheat Field' and mini gardens. As a treat we ended term making pancakes with fruits and chocolate sauce.

We are really excited about our newest club (film club) where children will be creating their own film reviews which supports literacy but in a fun way as well as finding out more about how films are made.

Trips and Visitors

During the Spring Term, pupils across the school participated in a range of educational visits designed to enrich the curriculum and deepen learning across key subjects, including RE, history, science, and the arts.

The planned **Nursery** visit with a library focus, aimed at developing a pleasure for reading, unfortunately did not take place this term.

In **Reception**, pupils visited the Young V&A, with a strong focus on creativity, art, and storytelling. This visit supported early learning goals by encouraging imagination and engagement with artistic expression.

Year 1 pupils visited a local church as part of their Religious Education studies, helping them to develop an understanding of Christian beliefs and places of worship.

Year 2 took part in two curriculum-linked visits. A visit to the East London Liberal Synagogue supported their RE learning, while a trip linked to Florence Nightingale enhanced their understanding of history and significant historical figures.

Year 3 visited the British Museum, focusing on history and their study of Ancient Egypt. Pupils engaged enthusiastically with artefacts, deepening their historical knowledge and enquiry skills.



Year 4 benefitted from a range of experiences, including a cinema visit to support literature studies, a visit to a Sikh temple for RE, and a trip to the Natural History Museum with a science focus on volcanoes and earthquakes.

In **Year 5**, pupils visited the Hindu temple in Neasden to support their RE learning. They also attended a science-focused David Attenborough lecture on the environment and visited Kensington Palace as part of their history studies.

Year 6 pupils visited a London mosque to enhance their RE learning and the Tower of London to support their history topic on crime and punishment.

The Spring Term trips provided valuable, hands-on learning experiences that enriched the curriculum, supported subject knowledge, and helped pupils make meaningful connections between classroom learning and the wider world.

