

MAY  
2026

# HALSFORD PARK NEWSLETTER



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Dear Parents and Carers,

Welcome to our May newsletter marking the end of Summer's first half term. We've had a wonderful end to the term via our Sports Day and 'Everyone Belongs' day.

It was so lovely to see so many family members join us for Sports Day - thank you all for your kind comments on the day and a huge well done again to all the children who showed such courage.



Well done to the victorious **Water** team for coming out on top.

The results were as follows:

**Water** 218 **Earth** 193  
**Air** 195 **Fire** 175



## **Year 6 SATS Superstars**

I would like to take this opportunity to say how proud the whole team are of our wonderful Year 6 pupils who took SATS week in their stride and certainly soared to success in our eyes. We can all agree that tests/ exams are not the most enjoyable part of education but it is certainly a chance to show how much one has learnt over the course of their primary years. The children showed positivity, courage and resilience in abundance. Huge thanks to Year 6 parents who clubbed together to provide breakfast packs for the children each morning.

## **Parent Forum- 5<sup>th</sup> May**

Please see the minutes of this term's parent forum on our website.

<https://www.halsfordparkprimaryschool.co.uk/page/?title=Parent+%26amp%3B+Inclusion+Parent+Forums&pid=133>

**Date of Next Meeting:** Tuesday 23<sup>rd</sup> June at 9.05am - all welcome

**Upcoming Focus:** Transition Information

## **Quick Links**

Please click here

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[Uniform](#)

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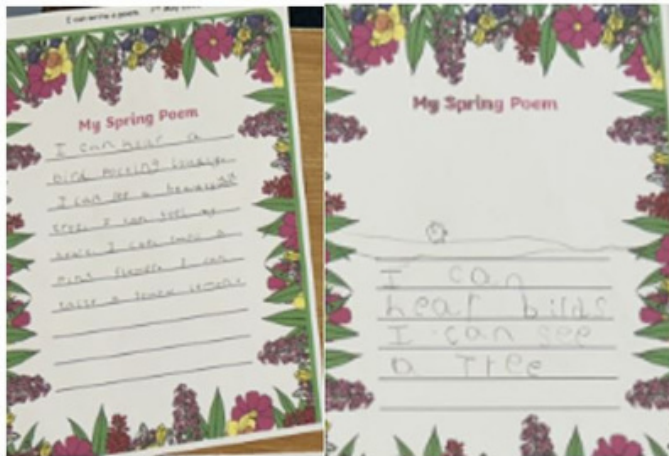
[Report parking](#)  
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## Early Years

Early Years had a wonderful trip to the British Wildlife Centre, where their learning truly came to life. The children enjoyed exploring the animals and experiences they had been learning about in class and have loved re-creating the British Wildlife Centre through their play and learning back at school. Back in the classroom, they produced some amazing writing in the Drawing Club, reflecting on their exciting visit. The children also successfully completed our three missions linked to Guardians of Our Planet and have enjoyed lots of writing opportunities outdoors, particularly in the hair salon and doctors' role-play areas. We have also been busy with creative window painting and consolidating our maths learning through number composition, exploring the different ways to make numbers 5, 6, 7, 8, 9 and 10. We are very proud of all their hard work and are excited for all the learning and adventures Summer 2 will bring!

## Year 1



Over the last few weeks in Year 1 we have been busy writing a poem about our senses. Firstly, we went on a sense walk to see what we could hear, smell, touch etc and then we used what we had found out outside to write our poems. Here are a few published pieces of work.

In Maths we have been looking at halves and quarters. We have found halves and quarters of shapes and amounts. We are now moving on to numbers to 100.

We have also been learning how we can look after our world and we have been thinking about how we can save water. We have made posters to encourage people to save water. Some of our ideas included turning off the taps, have a shower instead of a bath and use a watering can instead of a hose.

We are looking forward to our trip to Wakehurst Place and our class assemblies next term. Please make sure you have all these dates in your diary.





## Year 2

In Year 2 we have been reading the story 'Somebody Swallowed Stanley' and have written our own versions of the story. This book has linked with our learning throughout this half term where we have been learning about how to look after the environment.

In Maths, we have been learning about time and how to read a clock face. The children have built on their knowledge of o'clock and half past from year 1 and have been learning to read a clock to the nearest 5 minute intervals. After half term, we will be moving on to learning about length and height.

In Science, we have been learning about life cycles and how things change and grow. This week we have particularly enjoyed thinking about how we can exercise and stay healthy and have completed an experiment to see how many jumps we can do in on minute.

In Art, the children have completed their artwork in the style of Alma Thomas. They worked hard to draw their landscapes and used small brush strokes to add in the details.

## Year 3

We have had a fantastic half term in year 3 with our topic 'It's A Bug's Life. Why are they important?'. Through our Science lessons, we have explored the importance of plants and how this links with insects and their importance. In the science lessons, we learnt about the different parts of a plant, water transpiration and seed dispersal. This helped us to understand how the habitat of insects impacts them. We then moved on to answering the question- Why are bug's important?



In Art we took inspiration from the work of Lucy Arnold who created a beautiful piece "Beautiful Beetled". Each of us used sketching skills to draw our own insect which came together to make a whole class piece.

In English we have used 'The Big Book of Bugs' as a starting point to write our own information posters on bugs we created. These insects were a mixture of our imagination and insects we already knew about. We broke down the writing under different sub-headings that came together in a whole class book. These magical creatures were then given their own short fiction story with a beginning, middle and end.

In Maths, we have been learning about fractions. Using real life examples (mostly food) we have worked on understanding the parts of a whole and then how to add and subtract fractions with the same denominator. We have used bar models to show and help achieve this.

We are looking forward to starting our new experience "Greener Grinstead" in our final term in year 3.

Swimming starts up again on the 4th June so please make sure your child comes prepared. Have a lovely holiday break- Year 3.



#### Year 4

This half term, Year 4 have been working incredibly hard and have enjoyed lots of exciting learning opportunities. In Maths, we have been developing our understanding of decimals and fractions. The children have worked hard to compare and order decimals, recognise equivalent fractions and apply their knowledge to solve a range of reasoning and problem-solving challenges. It has been fantastic to see their confidence grow. In Science, our topic has focused on food chains, where we explored predators, prey and producers. The children enjoyed acting out examples of different food chains and understanding how food chains can change over time depending on factors such as weather. In English, we have been inspired by the wordless picture book *Journey* by Aaron Becker. The children used their imagination to write descriptive paragraphs based on one of the illustrations, carefully selecting ambitious vocabulary and descriptive language to bring the image to life. In Art, Year 4 explored cubism and learned about the work of Pablo Picasso. Inspired by his unique style, the children created their own abstract portraits, experimenting with shape, colour and perspective to produce some wonderfully creative pieces.

#### Year 5

Year 5 have now completed their Fabulous Finish with an opportunity to show off their hard work on Charles Darwin to Year 4 and Year 6. This gave the children the chance to talk about their work to other year groups. Our key text - *Darwin's Dragons* - proved to be a winner with the children and some wonderful narratives came from reading the book.

In Science, we have been looking at the life cycle of plants, mammals, insect and birds. Children have created fact files to display their hard work on this. These are illustrated with diagrams and we encouraged the pupils to use scientific vocabulary. In addition, the children used the artist, Andy Goldsworthy as inspiration for their own natural art.

Children have been analysing data and working on their knowledge of angles in Maths. Understanding how to use protractors and how to find the missing angle can prove challenging so if your child still needs practise, please allow them to have a go over the half term.

We will be revisiting many of the key maths skills in June /July to get them ready for the year 6 curriculum after the summer.

Children continue to read in class and one to one with an adult in school. However, not everyone is completing their reading diary so a gentle reminder may be needed. We encourage at least 20 minutes reading at home every day. This really helps with spelling and sentence structure in their writing so please prompt them if necessary.

We would like to wish all our children in year 5 a restful and enjoyable half term.





## Year 6

The Year 6 pupils were absolutely tremendous during SATs week. They turned up, on time, with excellent attitudes. We were very proud of their efforts. We would also like to thank the parents who contributed to the SATs breakfast and particularly to those parents who came in and set the room up for the children each morning. It was much appreciated.

We have started preparing for the Year 6 production of Aladdin!

In English, the children have been writing imaginative narratives inspired by the traditional tale and the Disney cartoon version. They have also explored sections of the script and begun learning about the opening song. The excitement is certainly building as we prepare for auditions, which will begin in the first week back.

A huge well done must also go to everyone who took part in Sports Day. The children showed fantastic teamwork, determination and sportsmanship throughout the day, especially those who proudly represented Year 6 in the Annual Relay race finale.

## Year 5 & 6 Cricket- 20<sup>th</sup> May

On the 20<sup>th</sup> May seven children from Year 5 and 6 took part in a cricket tournament against other local schools. The first match was very close and we eventually won it on the last 2 balls. Likewise, the second match was close right up until the end. We started off strong but got into an even better rhythm and used our strengths to work out who we were going to pair with and where we were going to stand for fielding. The children all participated really well and won all five matches which has meant we are now going to the finals on the 9<sup>th</sup> June. We wish all them all the best. Mrs Sears & Miss Loftus.

## Upcoming June Assembly themes:

Week beginning:

1<sup>st</sup> June: Respecting our school premises and property

8<sup>th</sup> June - Friendship and Romany Traveller history

15<sup>th</sup> June - Refugee Week and Assylum Seeker Assembly

22<sup>nd</sup> June - Behaviour & Attitudes and Rainbow Day - respecting diversity (Diversity Week - details to follow) Pride Month see [website here](#) for assembly content

29<sup>th</sup> June - Transition - preparing to move to a new class/year group/school and Lewis Capaldi- Showing Courage



**Online safety: Top Tips for helping neurodivergent children access the online world.**

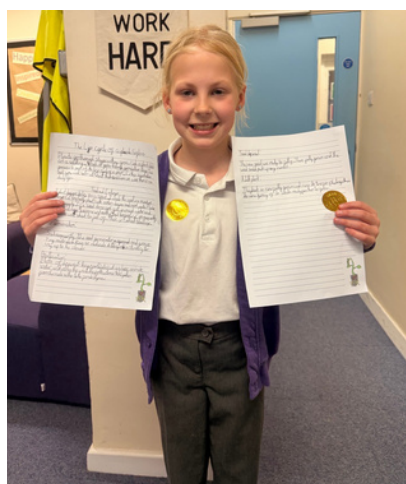
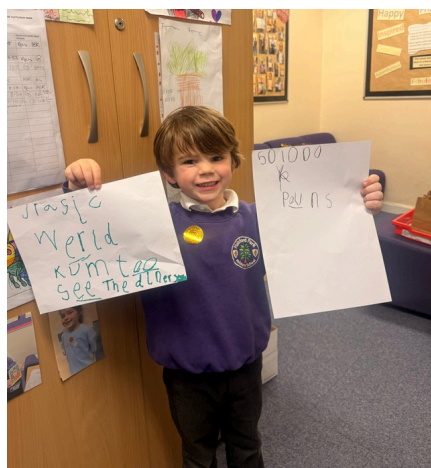
This month's guide explores. This guide includes practical tips to help neurodivergent children (or any children!) enjoy the online world safely, from early guidance to understanding AI and building healthy digital habits.

**Summer 2 Events**

We have a lot of events as always arranged for our last half term of the year. Please do look closely at the diary dates so you are up to date.

Thank you for your ongoing support and for supporting our children to 'soar to success'. I hope you have a lovely half term break and we look forward to welcoming the children back to school on Monday 1st June.

With kind regards  
Claire Spencer - Headteacher



# 10 Top Tips for Parents and Educators

## HELPING NEURODIVERGENT CHILDREN NAVIGATE THE ONLINE WORLD

Neurodivergent people tend to be early adopters of technology, and many influential innovators in this space are neurodivergent themselves. It's therefore likely that a neurodivergent child or young person may be drawn to the online world from an early age. This isn't a concern in itself, but understanding both the benefits and potential risks is essential. Here are ten key considerations to support safe and positive online experiences for neurodivergent children.

### 1 TREAT ONLINE LIKE THE REAL WORLD

You wouldn't allow a child to cross a road without guidance – you'd hold their hand, use a pedestrian crossing, and model safe behaviour. In the same way, a neurodivergent child's first experiences online should be supported by an adult who can guide and explain safe and responsible digital behaviour to them from the outset.

### 2 MODEL RESPONSIBLE USE

Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Reflect on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping all children develop a balanced and informed approach.

### 3 KNOW YOUR LIMITS

Current government guidance suggests no solo screen use below the age of two, with a maximum of one hour per day for two- to five-year-olds. Screen time can support communication and connection when shared with an adult. However, passive watching can affect neurodivergent children's attention and language skills. Focus on the type of content they watch, encouraging slower-paced and meaningful material rather than fast-paced, overstimulating content.

### 4 CONSIDER AGES AND STAGES

For older children and teenagers, agreed limits are important. Screen time can be beneficial, but it should form part of a balanced lifestyle. Neurodivergent children may find online communication easier than real-world conversation, supporting their social interaction. However, it shouldn't be their only option. Encourage a range of activities, including creative play, physical exercise, and opportunities for real-world connections.

### 5 KEEP CONVERSATIONS OPEN

Discussions about online safety should begin early and continue as children grow. However, neurodivergent children may worry about getting things wrong or being misunderstood, meaning these kinds of conversations should feel open and fair, rather than like a lecture. If a child encounters a problem – such as a scam or inappropriate content – they need to feel able to speak to a trusted adult without fear of judgement or embarrassment.

### 6 BUILD YOUR KNOWLEDGE

You aren't expected to be an expert, but it's important to stay informed about the platforms, games, or apps neurodivergent children use in order to provide practical support. Social media platforms have age limits, and many apps and games offer parental settings that can control access. Schools and families should work together to understand these tools, helping neurodivergent children use them safely while keeping up to date with new features and changes.

### 7 SET CLEAR BOUNDARIES

Children and young people often know more about current technology than adults, meaning it's important to recognise that controls may be bypassed. Clear, predictable boundaries should be used, based on trust and consistency. Involving children in discussions that affect them helps them feel heard. This is particularly important for neurodivergent children, who may respond strongly to perceived unfairness.

### 8 UNDERSTAND AI CONTENT

The internet now includes large amounts of AI-generated content, including images, videos, and stories. These can be difficult to identify. Children should be encouraged to question what they see and check the information using trusted sources. Neurodivergent children may interpret content literally, meaning adult guidance is important in helping them recognise what's real and reliable – and what isn't.

### 9 EXPLAIN AI LIMITATIONS

AI isn't the same as a search engine. It generates responses based on prompts and patterns, and its accuracy depends on how it's used. Sometimes, it produces incorrect or unrealistic information, known as 'hallucinations'. Both adults and children need to understand this and learn how to check information carefully using reliable and trusted sources.

### 10 CLARIFY AI RELATIONSHIPS

AI can feel conversational and personal, but it's not capable of real relationships. It learns from patterns in user input rather than human understanding. Some neurodivergent children may experience a sense of connection with AI chatbots, particularly if they find social situations challenging. It's therefore important to explain that these are simulated conversations and aren't a substitute for real, human relationships.

## Meet Our Expert

Cabrina Lawri is a neurodivergent former SENCO and Advisory Teacher who works with nurseries, schools, colleges, and businesses to improve inclusion for neurodivergent people. She is the Founder and Director of Neuroteachers and the author of 'The Other 29 – How Supporting Your Neurodivergent Learner Can Improve Teaching and Learning for the Whole Class'.



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**Dates for your Diary**

<b>May</b>		<b>July</b>	
22nd	Last Day of Term	1st	Year 6- Imberhorne Induction Day
23rd-31st	Half Term	1st	New EYs Morning Session 10am
<b>June</b>		1st-3rd	Year 6- Sackville Induction Days
1st	Return to School	3rd	PTA- Disco- <i>details to follow</i>
2nd	New Early Years Welcome Meeting 6.30pm	10th	New EYs Story Time 1.30pm
4th	Outdoor Learning Day- whole school	13th	Year 6- Production- Franklin Parents
8th	Year 2- Trip to Brighton Beach School	16th	Year 6- Production- Turing Parents
13th	PTA- Summer Fair 1-4pm	22nd	Year 6 Leavers Assembly- PM
16th	Visit from a Commonwealth Athlete	22nd	Last Day of Term
19th	Transition to Year 1- EYs Parent Workshop 2.30pm	<b>September</b>	
22nd	New EYs Stay & Play Session 10am	1st	INSET Day- School Closed to Children
23rd	Parent Forum 9.05am- Transition Focus	2nd	Children Return to School
23rd	Class Photographs	<b>Class Assemblies - 9.00- 9.30am</b>	
23rd	New EYs Stay & Play Session 1.15pm	19th June	1 Hart Class Assembly
24th	New EYs Stay & Play Session 10am	26 <sup>th</sup> June	1 Sharratt Class Assembly
25th	Year 1- Trip to Wakehurst	3rd July	2 Blake Class Assembly
25th	New EYs Stay & Play Session 10am	10th July	EYs Floella Class Assembly
26th	Rainbow Day- <i>details to follow</i>	17th July	EYs Donaldson Class Assembly
26th	New EYs Stay & Play Session 10am		