



Dear Parents and Carers

Welcome back! I hope you all had a restful break and are ready for the exciting weeks ahead. Autumn 2 is always a busy and vibrant half term, filled with learning, celebrations, and community events. Look out for our Winter Events letter

I was absolutely delighted with the turnout for our recent **Learn with Me** sessions — we saw a fantastic increase in parent and carer attendance across the school. Thank you for your enthusiasm and support; it makes a real difference to our children and their learning.

This half term, we're looking forward to hosting **Milestone Meetings**. These short, informal sessions are packed with important information tailored to your child's year group. They're a great opportunity to stay informed and discover practical ways to support learning at home

Warm regards,
Miss L. Dalton

Attendance

Reception	94.6
Year 1	95.1
Year 2	94.8
Year 3	95.3
Year 4	94.5
Year 5	95.5
Year 6	96.7

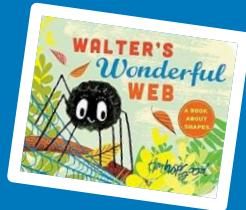
Coming up...

Please keep an eye out for our Christmas newsletter

4th November	Y6 Fire Services Bonfire
3rd November	Y2 Milestone meeting
12th November	Y1 Chester Zoo Trip
10th November	Y3 Milestone Meeting
11th November	Y4 Milestone Meeting
14th November	Non- Uniform Day-Fill a Jar
17th November	Nurs Milestone meeting
18th November	Rec Milestone meeting
21st November	Non- Uniform Day Chocolate Donation
24 th November	Y5 Milestone Meeting
25 th November	Y1 Milestone Meeting
25th November	Come & Chat
26th November	Y3 Forest School
26th November	5R Class Assembly
28th November	Non- Uniform Day Toys/ Gifts
2 nd December	Y5 Airport Trip
3 rd December	Y5B Class Assembly
4 th & 5 th December	School Closed
9 th December	Y5 Airport Trip
10 th December	Christmas Fair
11 th December	Christmas Jumper Day
19 th December	EYFS Winter Song Performance
19 th December	Nurs – Y4 Pantomime
19 th December	School Ends

Nursery

Dear Parents,



Welcome back. We are making good progress in settling the children into nursery and our daily routines. It is also wonderful to see the children making friends and beginning to form positive relationships with each other. This half term, we will be making children aware of their feelings by talking about and naming their feelings such as happy, sad, disappointed, worried, scared, frustrated etc, this will be done in the moment, but also through stories.

We will continue to learn about the changing seasons focussing on Autumn to Winter and become familiar with the different festivals and celebrations taking place such as Bonfire night and Christmas.

Our Talk for Writing text is, '**Walters Wonderful Web**'. We will sequence and then retell the story. We will also be reading supporting texts, both fiction and non fiction books. In our topic work, we will learn interesting facts about animals such as spiders, owls and bears.

We are improving the children's pre writing skills through our funky fingers sessions and reinforcing skills in drawing and painting. The children are really progressing producing recognisable pictures. We are encouraging them to add detail, pattern and colour to their pictures.

In Maths, we are learning to recognise arrays of numbers to 5, recognising numerals to 5 as well as exploring shapes and patterns.

Many thanks for all your continued support

Mrs Fletcher, Mrs Halsall and Mrs Williams

Reminders:

Reading Books

Please always return reading books and the 'Book in the Box' every Tuesday.

Uniform

Please put names on **all** clothes including any spare items.

Please remember to return and replenish your child's drawstring bag with a full change of clothes, including spare shoes and socks. Baby wipes and a plastic bag would also be helpful.

Picking up

Remember to let us know if anyone different is picking up your child. Nursery children have to be picked up by someone 18 and above.

Early Years Fund

We would appreciate your contribution to our Early Year's Please pay via Parent Pay on additional items. You can scan the QR code to access parent pay.

Upcoming Events:

Milestone Meeting : Monday 17th November 3.10pm

Weekly story books and book in the box will start to come home this half term.

Book Swap Shed: Starting from November, Nursery will be able to swap a book at the book swap shed every Monday.

Home Learning

Please click on or scan the QR code to access the Primary Phase home learning section on our website.



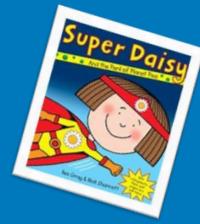
SCAN ME

Our Curriculum

Please click on or scan the QR code to access more information about the curriculum and what your child is learning



SCAN ME



Reception

Welcome Back!

This term, our learning will focus on festivals and celebrations such as Bonfire Night, Halloween, Christmas, alongside exploring the theme of everyday heroes—people who help and support us in our community.

In Literacy, the children will be developing their skills in writing labels, short captions, and lists. We will be encouraging opportunities for writing across the classroom environment. You might like to support this at home by asking your child to write simple lists, such as shopping items or cooking ingredients. Encourage them to use the sounds they hear and apply the formation rhymes they have learned. Please feel free to bring their writing into school so they can proudly share their progress.

Our class book for this term is *Super Daisy*. The children will learn the actions to retell the story and will begin writing words and captions inspired by the story in the coming weeks.

In Maths, our focus will be on number recognition and understanding numbers to 10—recognising, sequencing, ordering, and composing numbers by identifying pairs of smaller numbers that add together to form a larger number.

We look forward to a fantastic term ahead!

Miss Rathore Mrs Arnold

Reminders:

Early Years Fund

We would appreciate your contribution to our Early Year's Please pay via Parent Pay on additional items.

Weekly update on Padlet

A weekly update is now posted on Padlet, where you can find out what the children have been learning in Maths, Literacy, and Understanding of the World. Along with this, we provide suggestions on activities you can do at home to support your child's learning. Additionally, there is a phonics Sway link included, so you can support your child with their new sounds. You'll also find a PowerPoint filled with pictures showcasing the children's learning and exploration.

Reading books

Please return reading books by Wednesday each week. Don't forget to make a comment in your child's reading diary.

Birthday books wish list

We ask that you don't bring in sweet treats to celebrate your child's birthday. Instead, please consider buying a book for your child's class using our class wish list.

Upcoming Events:

- Milestone Meeting : Tuesday 18th November 3.10pm.
- Book Swap Shed: Starting from November, Reception will be able to swap a book at the book swap shed every **Monday**.

Home Learning

Please click on or scan the QR code to access the Primary Phase home learning section on our website.



SCAN ME

Our Curriculum

Please click on or scan the QR code to access more information about the curriculum and what your child is learning



Year 1

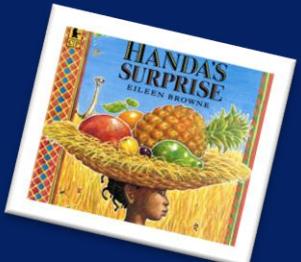
Year 1 have had a fantastic start to the school year. The transition they have made from Reception to Year 1 has been phenomenal and they should be very proud of themselves. This half term, we have some very exciting topics to get stuck into. In English, we will be immersing ourselves in 'Handa's Surprise' through our trip to Chester Zoo. The children will be learning all about the culture of Kenya. We will be writing postcards and stories. To support their learning in class, we ask if you could get your child to write a postcard recounting something they did over the October half term.

After mastering numbers to 10 in Autumn 1, the children have started exploring addition and subtraction within 10 in their Maths lessons. This will be continued and then they will then be moving on to 2D and 3D shapes. Our phonics sessions take place first thing every morning. To support your child's phonics learning, please read with them regularly at home using their phonics book and reading books. Please celebrate all reading that takes place at home by putting a short comment in your child's reading record. All reading books will be sent out every Friday, with all books needing to be returned by the following Tuesday—if your child's book is returned after this date they will not be changed. Over the half term please review your phonics learning on the SWAY.

In History, the children will be learning all about their family history and how things have changed over time. As part of this unit we will be looking at our family trees.

We would love for each child to research their own family history and bring it into school to share with their peers. This could be a picture of a relative or some interesting facts about their family history. In Art, Year 1 will be learning about the artist Paul Klee!

In science, we will be looking at everyday materials. We will be learning all about why objects are made of different materials and how it supports their purpose. We cannot wait to get stuck in!



Miss Ridley and Miss Murdoch

Our learning this half term:

English	Story writing, postcards and safari poetry
Maths	Addition and subtraction followed by 2D and 3D shapes.
Science	Everyday materials
History	My family history
RE	Christianity
PE	Animal dancing and fundamental movement skills.
Computing	Digital painting
Art	Researching and exploring the art of Paul Klee. Creating a piece of work through 'taking a for a walk'.
Music	Exploring rhythm and raps.
PSHE	Keeping safe

Reminders:**PE**

Year 1 will have PE every Wednesday and Thursday

Coats

As the weather gets colder, please make sure your child comes to school with a waterproof coat.

Key dates:

12/11/25 - Chester Zoo trip

02/12/25 - Milestone meeting (Phonics)

Home Learning

Please click on or scan the QR code to access the Primary Phase home learning section on our website.



SCAN ME

Our Curriculum

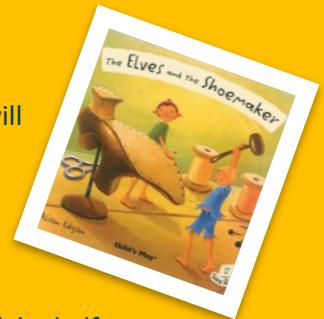
Please click on or scan the QR code to access more information about the curriculum and what your child is learning



SCAN ME

Year 2

We have a very exciting half term ahead in Year 2! We are excited about our upcoming production, and we will soon start practising for the Christmas Nativity play that Year 2 will be leading.



We will also be very busy continuing our learning across the curriculum. In English, the children will be writing a 'rags to riches' story based on the fairy-tale:

The Elves and the Shoemaker. In Maths, we will be continuing our work on

'Addition and Subtraction' and then we will be learning about 'Shape' towards the end of the half term.

In Science, we will be learning about the needs of different animals, and in RE we will continue to explore Islam. We will be doing some fascinating work on digital photography in Computing and playing invasion games in PE. In Art, we will be creating some artwork based on our own school using different printing techniques. In History, we will be learning about the history of our local area. This will include a visit to Elizabeth Gaskell house which is a beautiful Victorian house where the famous novelist used to live.

This half term, reading will continue to be a very important focus. The children will continue to have daily phonics session and we aim to improve the reading fluency of all the children. We really appreciate all your support at home, continuing to read the weekly books that are sent home.

We hope you all have a great half term!

Miss Khan and Miss Yardley-Rees

Our learning this half term:

English	'Rags to Riches' Tale— The Elves and the Shoemaker
Maths	Addition and Subtraction
Science	Needs of Animals
Geography	Local history
RE	Who is a Muslim?
PE	Invasion Games and Dance
Computing	Digital Photography
Art	Our School
Music	Ho, Ho, Ho!
PSHE	Keeping Safe

Reminders:

PE

- PE is every Tuesday and Wednesday. Please ensure that your child brings their P.E. kit into school on these days. If your child cannot yet get changed independently, please support us by practising this at home.

Coats

- As the weather gets colder, please make sure your child comes to school with an appropriate coat every day.

Milestone Meeting

- On **Monday 3rd November**, please join us to find out how you can support your child in Maths.

Home Learning

Please click on or scan the QR code to access the Primary Phase home learning section on our website.



SCAN ME

Our Curriculum

Please click on or scan the QR code to access more information about the curriculum and what your child is learning



SCAN ME



Year 3

Welcome back! We're looking forward to a fun and focused half term, full of exciting learning across the curriculum. Here's a glimpse of what we'll be exploring along with simple ways you can support learning at home.

In **English**, we'll be diving into *Omar: Accidental Trouble Magnet*, a funny and relatable story that gets children thinking about friendship, problem-solving and emotions. It will inspire their own storytelling and persuasive writing. At home, why not help your child write a persuasive letter to someone important about a topic they care about?

In **Maths**, we're sharpening our skills in addition and subtraction using formal methods, while building fluency through daily times tables practice. You can support this by playing quick number games, using apps, or even practising times tables during everyday routines like walking to school or setting the table.

Our **History** topic takes us back in time to the Stone Age and Iron Age. Children will explore how people lived and examine real artifacts. A great way to support this at home is by watching a short documentary together or visiting a local museum like Manchester Museum to see history come to life. We will have an in-school workshop experience on 13th November to hook us into this topic.

In **Science**, we're exploring the topic of light, how it travels and helps us see. You can spark curiosity by noticing shadows, reflections, and sources of light around the house or outdoors.

In **Art**, we'll be learning about Pablo Picasso and thinking about why art matters. Encourage your child to draw, paint, or talk about their favourite colours and styles. Creativity at home helps build confidence in the classroom.

In **Computing**, we're creating animations using iPads and paper. If your child enjoys storytelling or drawing, they might love making a mini comic or trying a stop-motion video at home using a free app.

We'll also continue with our weekly **PE lessons**, developing teamwork and coordination through dodgeball and basketball. Staying active at home, whether it's a walk, bike ride, or dance session, helps support physical development and wellbeing.

Miss Ashworth and Mr Cragg

Our learning this half term:

English	Beat the monster narrative Persuasive letters
Maths	Addition and Subtraction
Science	Light
History	Stone Age to Iron Age
RE	Christianity
PE	Dodgeball, Basketball
French	Numbers, colours and dates
Computing	Stop-Frame Animation
Art	Why do we make Art?
Music	Recorders
PSHE	Health and Wellbeing

Forest School

We will have our Forest School trip and a Willow Weaving session this half term. Please see the letter when it comes to you for more information.

PE Kit

PE day will be on a Thursday and Friday. Please wear full PE kit and bring a waterproof coat for Friday's lesson.

Home Reading Books

Please bring your reading record and book into school every day. Sign and write a comment each day too.

Key Dates

Please come and join us for our milestone meeting (24th November 8.50am) and the Carol Concert (16th December 9.10am or 2.30pm).

Home Learning

Please click on or scan the QR code to access the Primary Phase home learning section on our website.



SCAN ME

Our Curriculum

Please click on or scan the QR code to access more information about the curriculum and what your child is learning



SCAN ME



Year 4

Welcome back to the second half of the Autumn term!

Your children have done us and themselves proud so far in Year 4 and we can't wait to see more of their fantastic learning in the weeks ahead.

In **English** this half term, we'll be exploring spooky setting descriptions, and the children will be writing a biography about Frida Kahlo. Expect your child to wow you with their ability to add vivid detail to sentences using expanded noun phrases! As we focus on perfecting joined handwriting, any extra writing practice at home would be valuable for building confidence and stamina in writing.

In **Maths**, we're moving onto multiplication and division. To start, we'll reinforce key times tables facts, which will be crucial when we advance to trickier two-digit multiplication. Having secure times tables will help your child with these new challenges. You can support them by using TT Rockstars, Hit the Button, or even quizzing them yourself!

There's plenty of fascinating learning happening in our **wider curriculum** this half term too. **Ukulele lessons** are continuing, and the children have already made such impressive progress! In **Science**, we'll be diving into food and digestion, and there's a special surprise — a very cool "science t-shirt" to test out! In **History**, we'll be uncovering the mysteries of the Ancient Maya and learning how their innovations still influence us today.

Thank you for working with us in Autumn 1, we are thrilled to enter another action-packed and rewarding half term!

Ms Rathore and Miss Caldwell

Our learning this half term:

English	Setting description and biography
Maths	Multiplication and division
Science	Food and digestion
History	Ancient Maya
RE	Celebrations and festivals
PE	Gymnastics and football
Computing	Audio editing
Art	Yayoi Kusama – clay pumpkins
Music	Ukelele
PSHE	Keeping safe

Reminders:

Key dates:

25th November: Milestone Meeting
16th December: Christmas Carol Show

Home Reading Books

Please bring your reading record and book into school every day. Sign and write a comment each week too.

Coats

As the weather gets colder, please make sure your child comes to school with an appropriate coat every day.

Home Learning

Please click on or scan the QR code to access the Primary Phase home learning section on our website.



SCAN ME

Our Curriculum

Please use the QR code to access more information about the curriculum and what your child is learning in class.



SCAN ME



Year 5

Welcome back to the second part of the Autumn term! We have got a lot to look forward to, and we can't wait to share it with you.

In Writing, we will be looking at how to use dialogue to create character and linking this to our reading spine book – ‘New Kid’ by Jerry Craft. You might want to read one of his other books – these can be found in our library! We will then be building on our knowledge of the book New Kid to write a persuasive letter to stop discrimination, and racism. Perhaps you can write a letter at home to practice your persuasion skills on your teacher or someone else you know?

In Maths, we are building on our multiplication, division and fraction learning from Year 4. It is essential that children can recall their times tables. TT Rockstars is a fantastic way to ensure that the children can recall their multiplication and division facts with speed and accuracy.

In Science, we will be learning about energy and linking our knowledge of biology, chemistry and physics. In History, we will be learning all about Ancient Rome and in RE, we will be continuing our learning of what it means to be a Muslim in Britain today. You can see all the other subjects that we are learning below.

Mr Rabey and Mrs Barnes

Our learning this half term:

English	Persuasive letter and dialogue to create character
Maths	Multiplication, division and fractions
Science	Energy
History	Ancient Rome
RE	What it means to be a Muslim
PE	Basketball, Dodgeball
Computing	Video Editing
Art	Illustration
Music	Classroom Jazz
PSHE	Keeping safe

Reminders:

Equipment and uniform

- Please bring your Chromebook into school every day. You must make sure that it is fully charged.
- Coats are needed every day.
- Please also ensure reading records are in every day and signed by parents at least once a week.

P.E.

- PE kit is needed every Monday and Friday

Key Dates

- **5R class Assembly: 26th November**
- **5B class Assembly: 3rd December**
- **Year 5 Milestone Meeting: 24th November**

Home Learning

Please click on or scan the QR code to access the Primary Phase home learning section on our website.



Our Curriculum

Please click on or scan the QR code to access more information about the curriculum and what your child is learning



Year 6

What a successful half-term Year 6 had! We are confident that their hard work and determination will continue throughout the rest of the Autumn term.

During our writing lessons, we will be using Harry Potter as a stimulus for a setting description. The students will create their own fictional house that will be the basis for this. Now would be a fantastic time to read or watch the first book in the series.

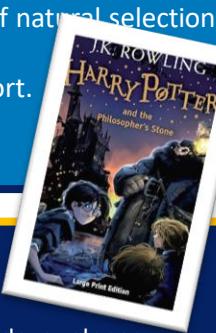
In Maths, we will conclude our consolidation work of the four mathematical operations. After this, we will begin to build upon previous fraction knowledge. This includes using all four operations with fractions, as well as ordering and comparing fractions, and finding fractions of an amount.

In this half-term's History lessons, Year 6 will be learning about the Anglo-Saxon period of British history, answering key historical questions using a variety of primary and secondary sources. They will learn which regions of Europe they migrated from, use artefacts excavated from Sutton Hoo to determine what their everyday life was like, and explore how the Anglo-Saxons kept power.

Year 6 will become biologists this half-term as we learn about evolution. By the end of the unit, children will be able to describe how and why species adapt to survive in their habitats; know about Darwin's theory of natural selection and will understand that fossils act as evidence for our ever-developing scientific knowledge.

Other topics for this half term can be found in the table below. Thank you for your continued support.

Miss Fishwick and Mr Bagshaw



Our learning this half term:

English	Setting description and persuasive speech
Maths	Fractions
Science	Evolution
Geography	Anglo-Saxons
RE	Racism and Religion
PE	Handball
Computing	Web page creation
Art	Recycled materials
Music	Jazz
PSHE	Keeping safe

Reminders:

P.E.

- P.E. days are on Mondays and Tuesdays, please ensure children are wearing the correct P.E. kit on these days.

Coats

- Please make sure your child comes to school with an appropriate waterproof coat.

Chromebooks

- Please ensure Chromebooks and chargers are brought into school every day.

Key Dates

- Milestone Meeting: Tuesday 4th November

Home Learning

Please use the QR code to access the Primary Phase home learning section on our website.



SCAN ME

Our Curriculum

Please click on or scan the QR code to access more information about the curriculum and what your child is learning



SCAN ME

Special Educational Needs Information

Manchester NHS have produced more resources for supporting your child and accessing support while your child is on a waiting list.

Social Communication Pathway (Autism) Padlet:

[The Social Communication Pathway - Scroll to the right to find out more!](#)



Occupational Therapy and Sensory Services Padlet

[Occupational Therapy and Sensory Support](#)



SEND Parent Network



Monday 24th November 2025

2.00pm – 3.00pm

in the Primary Phase Family Room

This term's focus is:

Meeting the SEND team and supporting your child at home.



All Welcome. Please see the school office if you wish to attend.

Dates for your diaries...

Parent 'Milestone Message' Meetings

Thank You for Joining Our 'Learn with Me' Sessions

We truly appreciate your support and participation in the 'Learn with Me' sessions during the first half of the Autumn term. Your involvement plays a vital role in your child's learning journey.

Upcoming: Milestone Meetings

This half term, we are excited to host Milestone Meetings. These short, informal sessions are designed to:

- Keep you informed about key milestones in your child's learning.
- Share practical ideas to help you support their progress at home.
- Each meeting will take place after school in your child's classroom, starting promptly at 3:15 pm.

Please save the relevant dates in your diary:

Year Group	Date	Focus
Nursery	Monday 17 th November	Early Writing
Reception	Tuesday 18 th November	Phonics
Year 1	Tuesday 25 th November	Phonics (focus on test aspect)
Year 2	Monday 3 rd November	Doubles & Halves, Number Bonds
Year 3	Monday 10 th November	Number Bonds
Year 4	Tuesday 11 th November	Times Tables
Year 5	Monday 24 th November	Fluent in Five and use of Chromebooks
Year 6	Tuesday 4 th November	Fluent in Five and key Year 6 messages

A recent study has shown that active parental engagement can increase your child's progress by up to 40%. Please make every effort to attend these meetings where possible so you can stay up to date on the key information for your child and stay connected with their learning.

We really appreciate your continued support.

We Are a Rights Respecting School

Our school is proud to be part of the **UNICEF Rights Respecting Schools Award**. This means we teach children about their rights under the **United Nations Convention on the Rights of the Child (UNCRC)**.

Knowing their rights helps children:

- Feel safe, valued and respected.
- Understand how to treat others with kindness and fairness.
- Speak up and make positive choices.

We talk about rights in lessons, assemblies and everyday school life. You'll find an image of the UNCRC articles on this page. Please feel free to explore them with your child at home. [Click here](#) to go to the website where you can view or download the poster.

Together, we're helping children grow into confident, caring and respectful citizens.

1 DEFINITION OF A CHILD	2 NO DISCRIMINATION	3 BEST INTERESTS OF THE CHILD	4 MAKING RIGHTS REAL	5 FAMILY GUIDANCE AS CHILDREN DEVELOP	6 LIFE SURVIVAL AND DEVELOPMENT	7 NAME AND NATIONALITY	8 IDENTITY	9 KEEPING FAMILIES TOGETHER	10 CONTACT WITH PARENTS ACROSS COUNTRIES	11 PROTECTION FROM KIDNAPPING	12 RESPECT FOR CHILDREN'S VIEWS	13 SHARING THOUGHTS FREELY	14 FREEDOM OF THOUGHT AND RELIGION	15 SETTING UP OR JOINING GROUPS	16 PROTECTION OF PRIVACY	17 ACCESS TO INFORMATION	18 RESPONSIBILITY OF PARENTS	19 PROTECTION FROM VIOLENCE	20 CHILDREN WITHOUT FAMILIES	21 CHILDREN WHO ARE ADOPTED	22 REFUGEE CHILDREN	23 CHILDREN WITH DISABILITIES	24 HEALTH, WATER, FOOD, ENVIRONMENT	25 REVIEW OF A CHILD'S PLACEMENT	26 SOCIAL AND ECONOMIC HELP	27 FOOD, CLOTHING, A SAFE HOME	28 ACCESS TO EDUCATION	29 AIMS OF EDUCATION	30 MINORITY CULTURE, LANGUAGE AND RELIGION	31 REST, PLAY, CULTURE, ARTS	32 PROTECTION FROM HARMFUL WORK	33 PROTECTION FROM HARMFUL DRUGS	34 PROTECTION FROM SEXUAL ABUSE	35 PREVENTION OF SALE AND TRAFFICKING	36 PROTECTION FROM EXPLOITATION	37 CHILDREN IN DETENTION	38 PROTECTION IN WAR	39 RECOVERY AND REINTEGRATION	40 CHILDREN WHO BREAK THE LAW	41 BEST LAW FOR CHILDREN APPLIES	42 EVERYONE MUST ENJOY CHILDREN'S RIGHTS	43-54 HOW THE CONVENTION WORKS	2 A child is any person under the age of 18.
Children must be registered when they are born and given a name which is officially recognised by the competent authority. Every child has a nationality (being the same as that of their parents, if possible, children should know their parents and be addressed by name).	Every child has the right to be alive. Every child has the right to be protected from harm and to be made sure that children survive and develop in the best possible way.	6 Governments should let families and communities decide what is best for their children so that, as they grow up, they learn to live in the best way. The more children grow, the less guidance they will need.	4 Governments must do all they can to help every child in their country can enjoy all the rights in this Convention.	When adult make decisions, they should take into account what children think and what they need. Children should be allowed to express their own thoughts, opinions and feelings, so that they will not stop other people from expressing theirs. Parents can guide children so that as they grow up, they can make their own decisions, in this right.	14 Children have the right to share freely with others what they think and feel, by talking, drawing, writing and playing, even if it harms other people. Adults should listen and take children seriously.	13 Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.	12 Governments must stop children being taken out of the family. If a child's family is against the law – for example, being violent or neglectful, or held abroad by a parent when the other parent does not agree.	11 Governments must take out of the family any child whose family is against the law – for example, if they are violent or neglectful, or if they are rich or poor, and no matter who their parents are. Children should be looked after by their parents, or by other people when it is needed, so that they can live in a safe and healthy environment. Children should stay in contact with both parents unless this might be dangerous for them.	10 If a child lives in a different place to their parents, they should be allowed to let the child and parents travel so that they can stay in contact and be together.	9 Children have all the rights in this Convention – an official language may be used when they speak, what their religion is, what they eat, what they look like, if they are a boy or girl, if they are healthy or not healthy. If they are rich or poor, and no matter who their parents are, they should be allowed to stay in their country. Children should be looked after by their parents or families because they are not healthy or because they are not safe.	8 Children have the right to their own identity – an official language may be used when they speak, what their religion is, what they eat, what they look like, if they are a boy or girl, if they are healthy or not healthy. If they are rich or poor, and no matter who their parents are, they should be allowed to stay in their country. Children should be looked after by their parents or families because they are not healthy or because they are not safe.																																
7 Children have the right to be alive. Every child has the right to be protected from harm and to be made sure that children survive and develop in the best possible way.	6 Governments should let families and communities decide what is best for their children so that, as they grow up, they learn to live in the best way. The more children grow, the less guidance they will need.	5 Governments must do all they can to help every child in their country can enjoy all the rights in this Convention.	4 When adult make decisions, they should take into account what children think and what they need. Children should be allowed to express their own thoughts, opinions and feelings, so that they will not stop other people from expressing theirs. Parents can guide children so that as they grow up, they can make their own decisions, in this right.	14 Children have the right to share freely with others what they think and feel, by talking, drawing, writing and playing, even if it harms other people. Adults should listen and take children seriously.	13 Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.	12 Governments must stop children being taken out of the family. If a child's family is against the law – for example, being violent or neglectful, or held abroad by a parent when the other parent does not agree.	11 Governments must take out of the family any child whose family is against the law – for example, if they are violent or neglectful, or if they are rich or poor, and no matter who their parents are. Children should be looked after by their parents, or by other people when it is needed, so that they can live in a safe and healthy environment. Children should stay in contact with both parents unless this might be dangerous for them.	10 If a child lives in a different place to their parents, they should be allowed to let the child and parents travel so that they can stay in contact and be together.	9 Children have all the rights in this Convention – an official language may be used when they speak, what their religion is, what they eat, what they look like, if they are a boy or girl, if they are healthy or not healthy. If they are rich or poor, and no matter who their parents are, they should be allowed to stay in their country. Children should be looked after by their parents or families because they are not healthy or because they are not safe.	8 Children have the right to their own identity – an official language may be used when they speak, what their religion is, what they eat, what they look like, if they are a boy or girl, if they are healthy or not healthy. If they are rich or poor, and no matter who their parents are, they should be allowed to stay in their country. Children should be looked after by their parents or families because they are not healthy or because they are not safe.																																	
15 When children are adopted, the most important thing is to make sure that a child can be properly looked after in their own family. If a child is not living with their family – then they might be adopted in another country.	21 Every child who cannot be looked after by their own family should be looked after properly by another person who respects the child and treats them with care and understanding. Parents and guardians should always be allowed to visit for that child. Governments should help them. Parents as the main people responsible for bringing up a child should be given the right to keep any money or other aspects of their life.	19 Governments must protect children from violence, abuse and being neglected by anyone who looks after them.	18 Parents as the main people responsible for bringing up a child should be given the right to keep any money or other aspects of their life.	17 Children have the right to get information from the internet, television, radios, books and other sources. Adults should encourage the child to use these sources of information in languages that all children can understand.	16 Every child has the right to privacy. The government's policies on privacy, family home, communications and other areas should not let children know they are getting it not because they are poor. They should encourage the child to use these sources of information in languages that all children can understand.	15 Children can join groups or organisations.	22 Children who move from their home country to another country should be allowed to stay there and be protected and should be given the same rights as children born in that country.																																				
16 Every child has the right to be protected from violence, abuse and being neglected by anyone who looks after them.	20 Governments must protect children from violence, abuse and being neglected by anyone who looks after them.	19 Governments must protect children from violence, abuse and being neglected by anyone who looks after them.	18 Parents as the main people responsible for bringing up a child should be given the right to keep any money or other aspects of their life.	17 Children have the right to get information from the internet, television, radios, books and other sources. Adults should encourage the child to use these sources of information in languages that all children can understand.	16 Every child has the right to privacy. The government's policies on privacy, family home, communications and other areas should not let children know they are getting it not because they are poor. They should encourage the child to use these sources of information in languages that all children can understand.	15 Children can join groups or organisations.	22 Children who move from their home country to another country should be allowed to stay there and be protected and should be given the same rights as children born in that country.																																				
23 Every child has the right to be protected from violence, abuse and being neglected by anyone who looks after them.	25 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	26 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	25 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	24 Children have the right to a clean and safe environment. The government should make sure that children are not exposed to pollution, noise, dust, smoke, radiation and other things that are bad for their health.	23 Every child with a disability should receive the best possible, clean water to drink, food, clothing and a safe place to live. The government should make sure that children with disabilities are not discriminated against and are independent and can participate actively in the community.	22 Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.	30 Children's education should help them to develop their talents, interests, abilities and abilities. It should teach them about their rights and their responsibilities, and to respect other people's rights and differences. Children should help to protect the environment.																																				
24 Children have the right to a clean and safe environment. The government should make sure that children are not exposed to pollution, noise, dust, smoke, radiation and other things that are bad for their health.	27 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	26 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	25 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	31 Children have the right to use their culture, language and religion – even if these are not shared by most people in the country where they live.	30 Children's education should help them to develop their talents, interests, abilities and abilities. It should teach them about their rights and their responsibilities, and to respect other people's rights and differences. Children should help to protect the environment.	29 Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.																																					
25 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	34 The government should protect children from being forced to sell or work in dangerous or bad for their education, health and safety work. Children should not be forced to sell or work in dangerous or bad for their education, health and safety work.	33 Governments must protect children from being forced to sell or work in dangerous or bad for their education, health and safety work. Children should not be forced to sell or work in dangerous or bad for their education, health and safety work.	32 Children have the right to be safe and protected. Children should not be forced to sell or work in dangerous or bad for their education, health and safety work.	31 Children have the right to use their culture, language and religion – even if these are not shared by most people in the country where they live.	30 Children's education should help them to develop their talents, interests, abilities and abilities. It should teach them about their rights and their responsibilities, and to respect other people's rights and differences. Children should help to protect the environment.	28 Children who are accused of breaking the law should not be treated as adults. If they are under 15, they should not be sent to prison, but to a youth centre, or to a special school, or to a home for young offenders. Prison should always be the last choice and only for the most serious crimes. Children in prison should have the right to stay in contact with their family.	36 Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.																																				
26 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	35 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	34 Governments should protect children from being forced to sell or work in dangerous or bad for their education, health and safety work.	33 Governments must protect children from being forced to sell or work in dangerous or bad for their education, health and safety work.	32 Children have the right to be safe and protected. Children should not be forced to sell or work in dangerous or bad for their education, health and safety work.	31 Children have the right to use their culture, language and religion – even if these are not shared by most people in the country where they live.	38 Children who are accused of breaking the law should not be treated as adults. If they are under 15, they should not be sent to prison, but to a youth centre, or to a special school, or to a home for young offenders. Prison should always be the last choice and only for the most serious crimes. Children in prison should have the right to stay in contact with their family.	37 Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.																																				
27 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	36 Governments should actively tell children and adults about their rights so that everyone knows about children's rights.	40 If the laws of a country protect children's rights, then those laws should be used.	41 Children accused of breaking the law have the right to be treated fairly and to have help and fair treatment. There should be laws to help them become good members of their community. Children should only be the last choice.	39 Children have the right to get help if they may have been treated unfairly or badly or affected by war. They can get back their health and dignity.	38 Children have the right to be protected during times of war. If they are under 15, they should not join the army or take part in war.	37 Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.																																					
28 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	37 Governments should actively tell children and adults about their rights so that everyone knows about children's rights.	40 If the laws of a country protect children's rights, then those laws should be used.	41 Children accused of breaking the law have the right to be treated fairly and to have help and fair treatment. There should be laws to help them become good members of their community. Children should only be the last choice.	39 Children have the right to get help if they may have been treated unfairly or badly or affected by war. They can get back their health and dignity.	38 Children have the right to be protected during times of war. If they are under 15, they should not join the army or take part in war.	37 Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.																																					
29 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	38 Governments should actively tell children and adults about their rights so that everyone knows about children's rights.	40 If the laws of a country protect children's rights, then those laws should be used.	41 Children accused of breaking the law have the right to be treated fairly and to have help and fair treatment. There should be laws to help them become good members of their community. Children should only be the last choice.	39 Children have the right to get help if they may have been treated unfairly or badly or affected by war. They can get back their health and dignity.	38 Children have the right to be protected during times of war. If they are under 15, they should not join the army or take part in war.	37 Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.																																					
30 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	39 Governments should actively tell children and adults about their rights so that everyone knows about children's rights.	40 If the laws of a country protect children's rights, then those laws should be used.	41 Children accused of breaking the law have the right to be treated fairly and to have help and fair treatment. There should be laws to help them become good members of their community. Children should only be the last choice.	39 Children have the right to get help if they may have been treated unfairly or badly or affected by war. They can get back their health and dignity.	38 Children have the right to be protected during times of war. If they are under 15, they should not join the army or take part in war.	37 Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.																																					
31 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	40 Governments should actively tell children and adults about their rights so that everyone knows about children's rights.	40 If the laws of a country protect children's rights, then those laws should be used.	41 Children accused of breaking the law have the right to be treated fairly and to have help and fair treatment. There should be laws to help them become good members of their community. Children should only be the last choice.	39 Children have the right to get help if they may have been treated unfairly or badly or affected by war. They can get back their health and dignity.	38 Children have the right to be protected during times of war. If they are under 15, they should not join the army or take part in war.	37 Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.																																					
32 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	41 Governments should actively tell children and adults about their rights so that everyone knows about children's rights.	41 If the laws of a country protect children's rights, then those laws should be used.	42 Children accused of breaking the law have the right to be treated fairly and to have help and fair treatment. There should be laws to help them become good members of their community. Children should only be the last choice.	40 Children have the right to get help if they may have been treated unfairly or badly or affected by war. They can get back their health and dignity.	39 Children have the right to be protected during times of war. If they are under 15, they should not join the army or take part in war.	38 Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.																																					
33 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	42 Governments should actively tell children and adults about their rights so that everyone knows about children's rights.	42 If the laws of a country protect children's rights, then those laws should be used.	43 Children accused of breaking the law have the right to be treated fairly and to have help and fair treatment. There should be laws to help them become good members of their community. Children should only be the last choice.	41 Children have the right to get help if they may have been treated unfairly or badly or affected by war. They can get back their health and dignity.	40 Children have the right to be protected during times of war. If they are under 15, they should not join the army or take part in war.	39 Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.																																					
34 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	43 Governments should actively tell children and adults about their rights so that everyone knows about children's rights.	43 If the laws of a country protect children's rights, then those laws should be used.	44 Children accused of breaking the law have the right to be treated fairly and to have help and fair treatment. There should be laws to help them become good members of their community. Children should only be the last choice.	42 Children have the right to get help if they may have been treated unfairly or badly or affected by war. They can get back their health and dignity.	41 Children have the right to be protected during times of war. If they are under 15, they should not join the army or take part in war.	40 Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.																																					
35 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	44 Governments should actively tell children and adults about their rights so that everyone knows about children's rights.	44 If the laws of a country protect children's rights, then those laws should be used.	45 Children accused of breaking the law have the right to be treated fairly and to have help and fair treatment. There should be laws to help them become good members of their community. Children should only be the last choice.	43 Children have the right to get help if they may have been treated unfairly or badly or affected by war. They can get back their health and dignity.	42 Children have the right to be protected during times of war. If they are under 15, they should not join the army or take part in war.	41 Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.																																					
36 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	45 Governments should actively tell children and adults about their rights so that everyone knows about children's rights.	45 If the laws of a country protect children's rights, then those laws should be used.	46 Children accused of breaking the law have the right to be treated fairly and to have help and fair treatment. There should be laws to help them become good members of their community. Children should only be the last choice.	44 Children have the right to get help if they may have been treated unfairly or badly or affected by war. They can get back their health and dignity.	43 Children have the right to be protected during times of war. If they are under 15, they should not join the army or take part in war.	42 Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.																																					
37 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	46 Governments should actively tell children and adults about their rights so that everyone knows about children's rights.	46 If the laws of a country protect children's rights, then those laws should be used.	47 Children accused of breaking the law have the right to be treated fairly and to have help and fair treatment. There should be laws to help them become good members of their community. Children should only be the last choice.	45 Children have the right to get help if they may have been treated unfairly or badly or affected by war. They can get back their health and dignity.	44 Children have the right to be protected during times of war. If they are under 15, they should not join the army or take part in war.	43 Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.																																					
38 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	47 Governments should actively tell children and adults about their rights so that everyone knows about children's rights.	47 If the laws of a country protect children's rights, then those laws should be used.	48 Children accused of breaking the law have the right to be treated fairly and to have help and fair treatment. There should be laws to help them become good members of their community. Children should only be the last choice.	46 Children have the right to get help if they may have been treated unfairly or badly or affected by war. They can get back their health and dignity.	45 Children have the right to be protected during times of war. If they are under 15, they should not join the army or take part in war.	44 Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.																																					
39 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	48 Governments should actively tell children and adults about their rights so that everyone knows about children's rights.	48 If the laws of a country protect children's rights, then those laws should be used.	49 Children accused of breaking the law have the right to be treated fairly and to have help and fair treatment. There should be laws to help them become good members of their community. Children should only be the last choice.	47 Children have the right to get help if they may have been treated unfairly or badly or affected by war. They can get back their health and dignity.	46 Children have the right to be protected during times of war. If they are under 15, they should not join the army or take part in war.	45 Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.																																					
40 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	49 Governments should actively tell children and adults about their rights so that everyone knows about children's rights.	49 If the laws of a country protect children's rights, then those laws should be used.	50 Children accused of breaking the law have the right to be treated fairly and to have help and fair treatment. There should be laws to help them become good members of their community. Children should only be the last choice.	48 Children have the right to get help if they may have been treated unfairly or badly or affected by war. They can get back their health and dignity.	47 Children have the right to be protected during times of war. If they are under 15, they should not join the army or take part in war.	46 Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.																																					
41 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	50 Governments should actively tell children and adults about their rights so that everyone knows about children's rights.	50 If the laws of a country protect children's rights, then those laws should be used.	51 Children accused of breaking the law have the right to be treated fairly and to have help and fair treatment. There should be laws to help them become good members of their community. Children should only be the last choice.	49 Children have the right to get help if they may have been treated unfairly or badly or affected by war. They can get back their health and dignity.	48 Children have the right to be protected during times of war. If they are under 15, they should not join the army or take part in war.	47 Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.																																					
42 Governments should make sure that children are not exploited or kidnapped, or taken or held in other countries or places to be exploited for their advantage off.	51 Governments should actively tell children and adults about their rights so that everyone knows about children's rights.	51 If the laws of a country protect children's rights, then those laws should be used.	52 Children accused of breaking the law have the right to be treated fairly and to have help and fair treatment. There should be laws to help them become good members of their community. Children should only be the last choice.	50 Children have the right to get help if they may have been treated unfairly or badly or affected by war. They can get back their health and dignity.	49 Children have the right to be protected during times of war. If they are under 15, they should not join the army or take part in war.	48 Children have the right to be protected from violence, abuse and being neglected by anyone who looks after them.																																					
43-54 These articles explain how communities and they can help to protect children's rights. They also explain the rights of children under 18. They are the same rights as adults, but they are not specifically mentioned in this Convention.	52 CONVENTION ON THE RIGHTS OF THE CHILD	52 THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD – THE CHILDREN'S VISION	52 The United Nations Convention on the Rights of the Child is an important agreement by countries who have promised to protect children's rights.	53 The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. If the laws are connected, they are all equally important and they cannot be taken away from children.	54 This text is supported by the Convention on the Rights of the Child.	54 These articles explain how communities and they can help to protect children's rights. They also explain the rights of children under 18. They are the same rights as adults, but they are not specifically mentioned in this Convention.																																					

Christmas EVENTS



Wednesday 10th December
Children's Christmas Fair



Tuesday 11th December
Christmas Jumper Day



Friday 12th December
Key Stage 1 Nativity Play



Tuesday 16th December
Lower Key Stage 2 Christmas Carol Concert



Wednesday 17th December
Christmas Lunch



Friday 19th December
Pantomime Years 1 to 6
EYFS Winter Songs
Last day of term

A full breakdown of Christmas events will be sent out closer to the time.

CHILDRENS

Christmas Fair

A magical day of fun, games and festive cheer made especially for the children:

Lots of different prizes to be won.

Every child is guaranteed at least 1 prize!

10
DECEMBER

£5 Per Child
Get's them a go at everything!



Jar Raffle

Wheel of Fortune

Toy Raffle

Animal Bean Bag Toss

Design a Christmas Decoration

Stickyball Prize Dart Board

Christmas Tree Crafts

Bauble Bobbing

Splat a Rat

Splat a Teacher





We're thrilled to share that we've been developing a **new outdoor area** just beyond the EYFS/KS1 playground gate — and it's already making a big difference!

This space has been carefully designed to support some of our **most vulnerable pupils**, offering a calm, regulated environment where they can feel safe, settled, and ready to learn.

It's part of our ongoing commitment to inclusive education and creating spaces that meet the needs of all children.

To protect this area and ensure it remains a peaceful zone, we've made the decision to **lock the back gate between the EYFS and KS1 playgrounds** during drop-off and pick-up times. We understand this may have changed your usual routine, and we really appreciate your understanding.

Here's why this change is important:

 **Support:** The area is now a dedicated space for emotional regulation and sensory play.

 **Outdoor Learning:** We're also working to develop this space into an exciting outdoor learning environment

 **Promoting Independence:** Year 1 and 2 children are encouraged to enter the playground independently, building confidence and resilience.

 **Staffing:** In the mornings, all staff are inside supporting pupils, so we're unable to supervise the gate area safely.

Our staff have been working incredibly hard — often in their own time — to bring this vision to life, and we're so proud of what's been achieved.

We know this may be an inconvenience, especially for families with children in multiple phases. Please rest assured: **if you are on site before 8:40 am**, your child will **not be marked late**, even if it takes a little longer to reach each drop-off point.

Thank you for your continued support as we create spaces that help every child thrive.

Contact Us

William Hulme's Grammar School, Spring Bridge Road, Manchester M16 8PR
Telephone: 0161 226 2054 Email: ppreception@whgs-academy.org