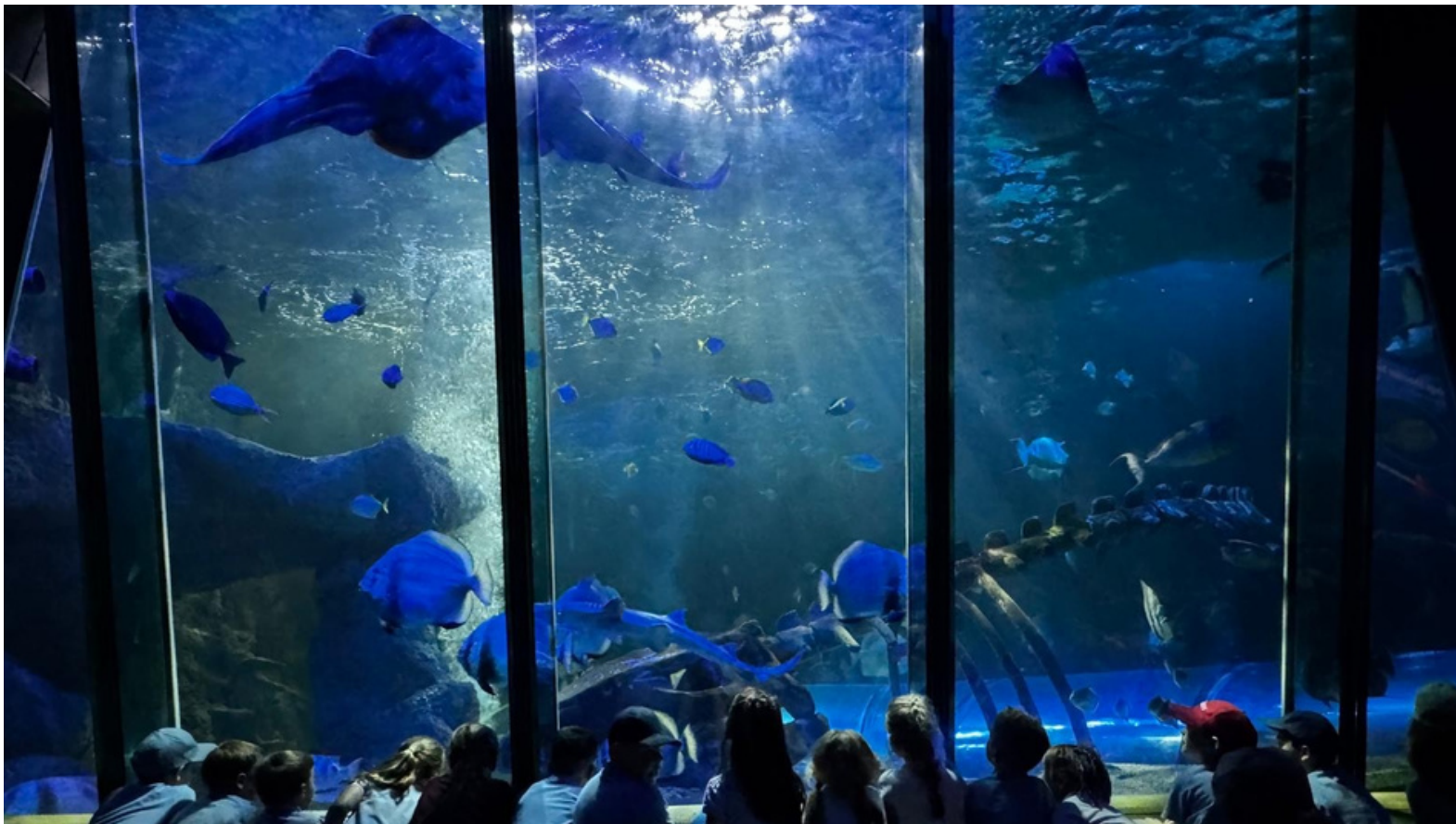


3rd July 2026



Our Weekly Update



Headteacher update

Dear Parents, Carers and Families,

There has been so much going on in school this week that there's barely been a moment to pause and take it all in! Athletics tournaments, a trip to Hunstanton, the Meridian Arts Showcase, the PSHE Life Bus and a visit from a dentist have all been packed in to help enrich our children's learning. See below for further information about all the exciting things that have taken place.

It hardly seems believable that there are only two weeks of school left before the summer break! There is still a lot to accomplish in the final fortnight, and we are all looking forward to the Year 5/6 production. If you haven't completed your ticket request form for this, please do so as soon as possible.

Later next week, end of year reports will be sent home to parents and carers. We hope you find these a useful summary of your child's progress and achievements. This year, these will be sent out via MCAS rather than by email. We will email out before we

send them so you know to expect them. Please contact the office if there are any access difficulties.

On Thursday, we will be writing to you to inform you of your child's class and teacher for next academic year. Transition morning will then take place on Friday morning. Though an exciting time of year, this can cause some anxiety for children, so please do speak to them positively about the opportunity that change brings and how it is important to embrace it.

Next week looks set to be warmer once more, though not to the level that we experienced last week. We will continue to take sensible approaches to keeping children safe and comfortable, and value your support in ensuring that children come to school well-prepared to stay safe in hotter temperatures.

With best wishes for a lovely weekend,

Jonathan Clarke and the SPS Team





Key Dates – updates in blue



Tuesday 7 th and Thursday 9 th July	Cromwell Community College transition
Monday 6 th July	Water Safety Assembly
Thursday 9 th and Friday 10 th July	St Ivo School transition
Friday 10 th July	PFA Colour Run
Monday 13 th July AM	Young Carers trip to the Raptor Foundation (details to follow)
Tuesday 14 th and Wednesday 15 th July (14:00)	Year 5/6 production to parents/carers
Wednesday 15 th July	Robin class trip to Ramsey Heights Nature Reserve
Thursday 16 th July	Wren class trip to Ramsey Heights Nature Reserve
Friday 17 th July	End of term
Thursday 3 rd September	Term starts for children

EYFS Dentist Visit



Our Early Years children enjoyed a visit from a dentist this week. They enjoyed learning all about how to keep their teeth clean and how to develop positive oral hygiene.

Years 1 and 2 trip to Hunstanton



Years 1 and 2 had a fantastic day in Hunstanton on Wednesday! On arrival at the coast, the children made their way to the Sea Life Centre, where they enjoyed looking round at all the animals and embedding their science learning about habitats. They then had an organised talk about rockpools, where they were all able to touch a starfish! After lunch and an ice lolly, children gathered on the beach for a paddle in the sea. There was a genuine air of excitement, and it was lovely to watch the children laugh as they played with their friends. The sun shone, and there were some sleepy children on the bus on the way home!

QuadKids Athletics

A group of Year 5 and 6 children had a fantastic afternoon at the QuadKids Athletics competition in St. Ives on Monday. They took part in four different events: a 75 metre sprint, a standing long jump, a 600 metre run and finally a vortex throw.

The children supported and encouraged each other and made us all proud. Well done everyone!



Meridian Arts Showcase



Our Choir, Irish Dancing Club and French Choir did the school proud on Thursday night, with a performance at the Meridian Arts Showcase. Representatives from four primary schools gathered together in a celebration of the Arts. Our Choir sang beautifully, the dancers performed gracefully and the French Choir combined brilliantly with their counterparts at Trumpington Park Primary School. The audience was thoroughly entertained and the children should be proud of their efforts. A huge thank you to Mrs Townsend, Mrs Burr, Miss Halliday and Mrs Oakley for their parts in preparing the children for the event.

PSHE Life Bus



You will have seen the Cambridgeshire and Peterborough Life Bus on the playground this week. The children have really enjoyed visiting the bus, and it has been great that every child in every year group has been able to access it.

The children have learnt all about healthy bodies, risk and safety with a series of interactive and practical tasks. A huge thank you to Louise, the Life Bus teacher, and the PFA and Rotary Club for funding this experience.



Reception	Life cycle	A life cycle is the way living things grow and change over time. We have looked at the life cycle of a ladybird, starting as an egg, then hatching into a larva, growing into a pupa, and finally becoming an adult ladybird. What other living things can you think of that change as they grow? Maybe you could talk about a plant, a butterfly, or even yourself when you were a baby. Can you spot any signs of life cycles around you at home or in the garden?
Year 1/2	Amphibian	We have been learning about fish and amphibians in science. Can your child tell you what they've learnt about amphibians?
Year 3/4	Weather	In Geography, we have been learning about the weather in Spain. Can you tell someone at home what the weather is like in Spain? What does humidity, wind direction and chance of precipitation mean?
Year 5/6	Peer pressure	In our visit to the Life Bus this week, Year 5/6 have discussed how we can be put under pressure by our peers to behave in a certain way. We have learnt about how to be assertive when trying to resist such pressure. This has tied into our PSHE learning in the classroom where we have discussed healthy relationships.
	French	Years 3&4: Play this game to practise the sports vocabulary: Sow Grow game Years 5&6: Listen and dance to a song in Haitian creole: Haitian Creole dance along

Education Inclusion Family Advisor Team Countywide Drop-in Support

Would you like to talk with an EIFA on a 1:1 basis about parenting issues such as challenging behaviour, sibling rivalry, routines, sleep, etc? Then book onto one of these July drop-in dates below. Sessions are 30 minutes each.

1:1 Drop-ins 30 minute individual sessions	Thursday, 9 July 2026, 10:00 – 14:45	Book onto a drop-in session on this date at: Thu 9 July EIFA Drop-ins or	
1:1 Drop-ins 30 minute individual sessions	Friday, 17 July 2026, 10:00-14:45	Book onto a drop-in session on this date at: Fri 17 July EIFA Drop-ins or	
1:1 Drop-ins 30 minute individual sessions	Monday, 20 July 2026, 10:00 – 14:45	Book onto a drop-in session on this date at: Mon 20 EIFA Drop-ins or	
1:1 Drop-ins 30 minute individual sessions	Wednesday, 29 July 2026, 10:00-14:45	Book onto a drop-in session on this date at: Wed 29 July EIFA Drop-ins or	

If you have any questions about our support, or the EIFA service in general, please contact earlyintervention@cambridgeshire.gov.uk

Education Inclusion Family Advisor Team Countywide Online Workshop Offer

The EIFA team would like to present our newly updated workshops on a variety of parenting and family issues for July.

Please ensure you book onto each workshop individually by clicking on the link or scanning the QR code and completing the registration form.

Supporting Your Child with Feelings of Worry	Wednesday, 8 July 2026, 12:00-13:30	Book onto this workshop at: Microsoft Virtual Events Powered by Teams or	
Managing Challenging Behaviours	Wednesday, 15 July 2026, 12:30-14:00	Book onto this workshop at: Microsoft Virtual Events Powered by Teams or	
Sleep	Thursday, 23 July 2026, 10:00-11:30	Book onto this workshop at: Microsoft Virtual Event Powered by Teams or	
Supporting Your Child with Angry Feelings	Tuesday, 28 July 2026, 10:00-11:30	Book onto this workshop at: Microsoft Virtual Event Powered by Teams or	

If you have any questions about our workshops, or the EIFA service in general, please contact earlyintervention@cambridgeshire.gov.uk

10 Top Tips for Parents and Educators

MANAGING DIGITAL BOUNDARIES FOR CHILDREN UNDER FIVE

Screens are part of everyday life, but they should not take over early childhood routines. For under-fives, healthy digital habits are built through simple, steady boundaries that protect sleep, play, connection, and development. Current UK guidance advises avoiding screen time for children under two – except for shared activities such as video calls – while children aged two to five should ideally have no more than one hour a day.

1 ASK A GROWN-UP FIRST



For under-fives, autonomy is important, but not when it comes to choosing digital content. Establish an 'ask a grown-up first' rule early, whether at home or in an early years setting. Adults should choose the video, app, or game, therefore helping children avoid unsuitable content and understand that devices are tools to be guided, not toys to control.

2 PROTECT SLEEP BUFFERS



Screens can make it harder for young children to wind down, especially when content is bright, noisy, or fast paced. Aim for a screen-free hour before sleep or start with 30 minutes if that feels more realistic. Use this time for calming routines such as stories, bath time, quiet play, or cuddles, helping children recognise that bedtime is approaching.

3 CO-VIEW AND CHAT



Screen time is safer and more meaningful when adults are involved. Sit with children, even briefly, and talk about what they're watching. Ask simple questions like, "What can you see?" or "How does that character feel?" This turns passive viewing into shared interaction, supports language development, and helps adults spot adverts, unsuitable content, or confusing messages.

4 KEEP DEVICES HIDDEN



Young children are more likely to ask for screens when they can see or reach them. Keep devices out of sight when they're not being used, and consider casting content to a shared screen instead of handing over a phone or tablet to a child. This reduces private scrolling, supports shared viewing, and helps adults stay in control of what appears next.

5 PLAN THE TRANSITION



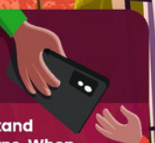
The hardest part of screen time is often stopping. Before the screen goes off, tell the child what's coming next and offer two acceptable choices, such as blocks or drawing. This gives them a sense of agency without removing the boundary. A planned next activity prevents a sudden gap, which can quickly become frustration or distress.

6 LEAD BY EXAMPLE



Children notice adult habits long before they understand adult explanations. If they're expected to put their screens away, they need to see adults doing the same thing during meals, play, and conversations. Create a shared 'phone home', such as a basket or shelf, to show that technology has a place in daily life but does not need constant attention.

7 MAKE SCREENS PREDICTABLE



Young children do not always understand minutes, but they quickly learn patterns. When screen time happens at a regular point in the day, it becomes a routine rather than a negotiation. Use the same start and finish signals each time, such as a timer, goodbye wave, or tidy-away moment, so children know what to expect next.

8 CREATE SCREEN ZONES



Physical boundaries help children understand digital boundaries. Keep screens out of bedrooms to protect their sleep and away from tables to preserve mealtime connections. Choose one agreed 'yes space', such as a shared living room area or supervised classroom corner. This makes limits feel less personal and more like a clear family or setting routine.

9 USE SIMPLE SCRIPTS



Transitions are easier when children hear the same calm language each time. Use short, repeatable phrases such as, "First tidy, then tablet," or "When the timer beeps, we stop." Avoid long explanations during emotional moments. Simple scripts reduce negotiation, help adults stay consistent, and give children clear expectations they can gradually understand and follow.

10 PRIORITISE SLOW CONTENT



Not all screen time feels the same to a young child's brain. Fast-paced clips, loud sounds, and rapid scene changes can make it harder for some children to settle down afterwards. Choose slower content with simple stories, gentle voices, and natural pauses. Think of digital content like food, with more calm, nourishing choices than fast-paced, digital 'sugar rushes'.

Meet Our Expert

Neha Agarwal is the founder of Cyber Ved Kids, an innovative educational initiative that transforms complex cybersecurity concepts into engaging, age-appropriate adventures for children aged 3-10. With her unique background leading cybersecurity services for corporates and serving as an expert panel advisor on Internet Matters, Neha brings corporate-grade cybersecurity expertise to the early years world.



#WakeUpWednesday

The National College

See full reference list on our website