



Trafalgar Newsletter

Special Events: Spring Term 2025

March

- 7th-16th British Science Week
- 7th-23rd British Sign Language Week
- 11th 3.30-5.30pm Parent Consultations
- 12th 3.30-5.30pm Parent Consultations
- 18th YR Performance to Rabbit Class parents/carers
- 19th YR Performance to Mole Class parents/carers
- Reception Woodland Time
- 21st Red Nose Day
- 24th Whole School 'Samba Drumming' workshops
- 27th 'Let's Get Creative' morning

April

- 7th-21st Easter holidays
- 22nd Summer term begins

May

- 19th-23rd Walk to School Week

Trafalgar School Fund
QR Code:



*Would you be available to join
our team of
Reading Volunteers?*



Do something AMAZING today!

Could you give some of your time to us at Trafalgar Community Infant School to come in and listening to our children read?

Whether it be a morning/afternoon or just an hour a week.

Please contact the school office for more information.

office@trafalgarinfant.com

01403 254925



We would love to hear from you.

Miss Hickie
Headteacher and Designated Safeguarding Lead

Plea for Newspapers



If you have any old newspapers that you are happy to recycle with us, rather than in your recycling bin, we would be happy to receive them in school.

Please bring any newspaper donations to the School Office.

14th March 2025

Assembly Theme

The Assembly Theme next will be:

The festival of Holi



Attendance Update

Highest Class

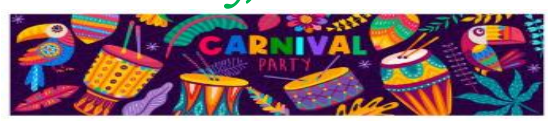
Attendance for this week goes to:

Deer Class – 100%

Whole School Attendance is 94.92%
(National Expectation is 96% or better)

The attendance rate (proportion of possible sessions attended) was 92.4% across all schools in the week commencing 10 February 2025. The absence rate was, therefore, 7.6% across all schools.

**Samba Drumming & Lunch -
Monday, 24th March**



On Monday, 24th March each class will be treated to a Samba Drumming workshop during the school day, funded by the FTS.

As a result, the School Hall will be in use all day and we will be unable to serve hot lunches. Therefore, an EasyLunch lunchbox will be provided for all those children who usually have a Universal Infant Free School Meal and all the children will 'picnic' in their classrooms.

Group Interventions - Guinea Pig Petting

Our nurturing Guinea Pig Petting sessions are proving as popular as ever this term as small groups from Reception, Year 1 and Year 2 develop their life skills and extend their emotional literacy.

Working alongside Mrs Bolton and their peers, to care for five year old Spark, helps children to be empathetic as they harness a shared love for their little furry friend who, when she's not at school, lives with Miss Hickie and her family.

Communication, both verbal and non-verbal, is key as our community finds new ways to express itself through tones and gestures by observing animal cues and responses.

The mere presence of a pet often provides companionship and a safe emotional outlet and many meaningful relationships are forged during these Monday interventions as deeper insights into the factors that make for a truly successful bond are explored.

Mrs Bolton is so proud of how responsible and respectful the children who spend time with Spark are. They learn about being caregivers by helping with pet related tasks such as feeding, cleaning and handling and generally get a glimpse of the wonderful wellbeing benefits of being in the company of a receptive rodent that never interrupts or judges and always listens.



Young Carers

Young carers are people under the age of 18 whose lives are affected by the care needs of someone they live with. This is usually a parent/carer, sibling or grandparent.

The person they care for could have physical difficulties, learning difficulties, mental health issues or problems with drug and alcohol use. Sometimes they may be affected by domestic violence.

Young carers may help to provide practical and personal care and it is also important to realise the emotional impact of living with someone with disabilities or long-term illnesses. Young carers may be responsible for managing finances, attending hospital appointments, administering medication or being a shoulder to lean on. As a result, they may find it difficult to concentrate in school, may feel isolated or may suffer with their own high levels of stress or anxiety.

**WEST SUSSEX
YOUNG
CARERS**

If a member of your family is a young carer then please speak to us in confidence, so that we can provide the appropriate support. More information, advice and support for young carers can be found at www.youngcarers.net, www.youngcarer.com and www.westsussex.gov.uk/youngcarers. You can also contact the Young Carers Family Resource Service in West Sussex by calling 01903 270300.

British Science Week – 7th-16th March 2025

Children have been taking part in a range of activities during the week to develop their scientific skills and knowledge. The week is a celebration of all things science with the opportunity to apply maths and technology skills in cross curricular lessons. Some of the particular skills focused on are being: observant, open minded, curious, creative, imaginative, resilient, a clear communicator, organised, collaborative, self- motivated.

The theme is 'Change and Adaptation' - how the world around us is constantly changing and how animals and people adapt to this change. Each year group will be posting their ideas and how you can help at home on their Parent Overview page on Google Classroom.

Reception Year have been investigating different fabrics using a torch to see if they are reflective or not and planting daffodil bulbs in the YR garden planters and in the pollination station. We looked at the bulbs and learned about the roots and shoots, correctly answering that the shoots grew up towards the sun and the roots grew down into the soil.

Reception Year Pupil Voice

"If you shine this torch at a shiny thing, it reflects back."

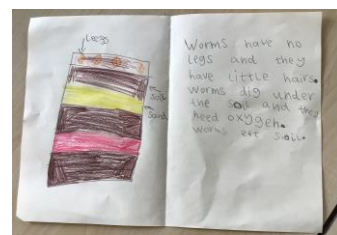
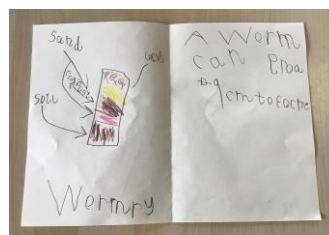
"If you were out in the dark with this, they would be able to say "stop, be careful," then you would be safe".

What do the bulbs need to grow? "Water. Sun." "I saw some daffodils already grown in town."



Year 1 have been researching facts about worms today, where to find them and how to care for them. We learned that they are an invertebrate which means they have no back bone.

We learned about hygiene and how to keep ourselves safe after handling soil and worms. Then we built a wormery and will be observing what has happened to the layers of soil, sand and leaves after the worms have been in there for two weeks. Will the layers be the same? How will the layers have changed? What does this tell us? We have also learned about reptiles.



Term Dates 2024/2025

Autumn Term:

2nd Sept - 20th Dec 2024

- Half Term 28th Oct - 1st Nov
- Christmas break 23rd Dec 2024 - 3rd Jan 2025

Spring Term:

6th Jan - 4th April 2025

- Half Term 17th - 21st Feb
- Easter break 7th April - 21st April

Summer Term:

22nd April - 22nd July 2025

- Half Term 26th - 30th May

Inset Days

- Monday, 2nd Sept 2024
- Tuesday, 3rd Sept 2024
- Monday, 24th Feb 2025
- Monday, 2nd June 2025
- Tuesday, 22nd July 2025

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British Science Week – 7th-16th March 2025 cont'd...

Year 2 investigated glaciers and ice melting. They put salt, pepper and sugar on to the ice to see which was best for melting. We found out that salt melts ice quickest which is why they use salt on the roads.

Year 2 Pupil Voice

"That was fun!"

"The pepper was slow to melt the ice, it wouldn't work on a road."
"There is salt in the oceans, that's why the ice will melt."



Ms Bowles
Science Co-ordinator



Sign Language Week is a flagship awareness week for British Sign Language (BSL) and Irish Sign Language, celebrated every year in March to commemorate the first time BSL was acknowledged as a language in its own right by the UK Government on 18 March 2003.

Please see attached two BSL posters for your information and interest.



Did you know....?

"Children need to *learn about the lives of those whose experiences and perspectives differ from their own.* Choosing stories and non-fiction that explore such differences begins to break down a sense of otherness that often leads to division and prejudice"

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1050849/Reading_framework_Teaching_the_foundations_of_literacy_-_July_2021_Jan_22_update.pdf)

Challenge(s) of the week...

Get together as a family and **discuss what might happen if some books were banned.** What if picture books were banned? What if books about talking animals were banned? What if books written by people in other countries were banned? What if story books were banned? What if poetry was banned? What if 'search and find' books like 'Where's Wally?' were banned? What if dictionaries were banned? What if new books were banned? What if you were only allowed to read books about people who lived lives just like yours? What if you were only allowed to read stories that had happy endings? What if you were only allowed to read books that had already been made into films/T.V. programmes?