



Cedars Park Primary School

School Newsletter

Friday 14th February 2025

Notable Dates

Mon 17th—Fri 21st Feb—
Half Term

Thurs 27th Feb—Year 2 Geography
Walk

Mon 3rd Mar at 8:30am—PTA
Uniform Drop Off

Thurs 6th March—World Book Day

Mon 10th Mar—Fri 14th Mar—
Science Week (Details will follow)

Fri 14th Mar—'Wonderdome' Plan-
etarium in School for Year 5 and
Sleepover

Tue 18th Mar at 5:15pm—PTA
Meeting—Parents Welcome

Fri 21st Mar—Non-uniform day in
return for donation towards PTA's
Easter Chocolate Bingo

Wed 26th March—Year 3 Framling-
ham Castle

Thur 27th Mar at 2:30pm—Year 2
Sharing Assembly

Thur 3rd Apr at 2:30pm—Year 1
Sharing Assembly

Mon 7th—Mon 21st Apr—Easter
Holidays

Tue 22nd Apr—Children return to
school for Summer term

Lunch Menu w/c 24th Febru- ary

Monday

Margarita Pizza or Philly Quorn
Hot Dog

Tuesday

Minced Beef Pastry or Cheese &
Onion Pastry

Wednesday

Roast Beef or Roast Quorn Fillet

Thursday

Cajun Chicken & Tomato Pasta
or Spicy Vegetable Turkish Pide
(Flat Bread)

Friday

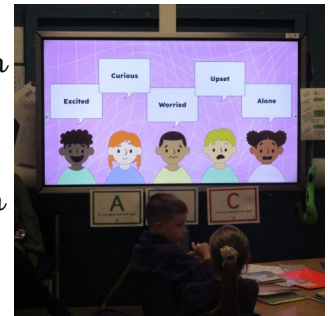
Fish Fingers or Spicy Bean
Burrito

Jacket Potatoes available daily

Dear Parents and Carers,

Though it's only been fortnight since I wrote to you in the last School Newsletter, I'm amazed when I think about just how eventful these two weeks have been!

To celebrate Safer Internet Day recently, we had an assembly based around this year's theme, 'Too good to be true? Protecting yourself and others from scams online.' This gave the children the opportunity to learn what a scam is and helped them to identify the tell tale signs of scams. In addition, we spoke about how it might feel and who to talk to if we thought we were being scammed.



In Year 3 recently, the children spent the day handling artefacts from the stone age to the iron age and exploring how life changed, including the evolution of humans and animals. They also had a go at a fishing game which was enjoyed by all of the children. The 'Portals to the Past' leader



was very complimentary on how the children conducted themselves during the day; beautifully behaved and such inquisitive minds posing lots of interesting questions. He was also very impressed by how much the children had learnt! Well done to all the children and thank you, as always, to the PTA whose financial support in subsidising trips and visits continues to make these experiences possible.

Speaking of the PTA, following a very generous donation made by monies raised through all their fundraising, we have been able to start adding to the rich set of resources we can offer to enhance children's learning and experiences in school.

For example, Year 5's have been spending time in the school's allotment area, busy planting bulbs, readying to complement their Science learning on asexual reproduction that happens later in the year. Year 5 will also be planting some 'early crop' potatoes! Using money raised by the PTA, we have purchased large buckets which will not only support the development of this area and improve children's knowledge and skills as green-fingered gardeners, they also double up as seats for children to sit on when engaging in outdoor learning lessons—something we are keen to promote.



PTA fundraising has also allowed us to purchase some brand new microscopes! In Reception, Woodpeckers and Kittiwakes took on the role of Scientists; using our new electronic microscopes to look closely at natural objects in our wildlife area. The children were amazed to discover that the microscope made objects bigger so they could see patterns, colours and details so clearly. The best discovery was spotting tiny bugs on the leaves that they hadn't noticed before putting them under the lens.



In addition to these resources, we have been able to replenish our book stock in the library with funds from the PTA, as well as purchase some classroom visualisers which both children and teachers can use to demonstrate their ideas and explain key concepts, enriching each lesson.



As you can see, the PTA contributes so much to the experience of every child in school. They are currently looking for new members to join their team, particularly in readiness for next year. If you are interested in keeping this work supporting the school and its pupils going, please do get in touch with them at ptacedarspark@gmail.com

Recently, children in Year 4, enjoyed a fantastic day at West Stow Anglo-Saxon Village. They were historians for the day and explored different ways the Anglo-Saxons built their dwellings. While going around the village, the children were able to have hands-on experiences with real Anglo-Saxon artefacts.



Year 5 had a fantastic time at their chocolate workshop, diving into the rich history, geography, and science behind chocolate making. They explored where cocoa beans come from, how they are transformed into chocolate, and the role of fair trade. The highlight of the day was getting hands-on and crafting their very own delicious chocolates to take home. A truly sweet learning experience!



Meanwhile, Reception concluded their learning about real-life superheroes with another special dress-up day—this time as real-life superheroes!

They also enjoyed a wonderful visit from Lenny's mum who is a nurse. She talked to the children about how to stay healthy; the children as always were very keen to ask as many questions as they could! Thank you to all the parents for helping their children get involved with their learning, bringing it to life!



At Cedars Park, promoting healthy lifestyles and improving children's fitness is important to us. The Daily Mile has been introduced this term and the children are enjoying setting themselves challenges on how far they can run!

Having opportunities for healthy competition happens in a number of different ways at the school. The boys and girls' football teams play weekly at lunchtimes with Mr Nurse. Indeed, not too long ago, the school's efforts in raising the profile of football for our girls received recognition from the Football Association, culminating in a special award being given to the school for its work in this area.



PE lessons are also key: during Spring 1, the children have been working on their net wall skills in Badminton, Table Tennis and Tennis in PE. They worked on control and coordination, learning how to gain more understanding of balancing and striking balls and shuttles. KS1 worked on balance and control of a ball on a racket while Reception learned to create a rally and explore doing 'keepy ups' with balloons!

Year 4 have completed their first half term of Swimming, exploring different strokes and working towards their GOLD award certificates. Next half term, they will look to complete their Gold award, distance swimming challenges and learn about personal survival.



This week all children across the school have taken part in a Sports Inter House week during PE lessons and after school clubs. This special week gave us the opportunity to celebrate sport in school with a competitive edge to try and win house points for House teams. From Dodgeball at after school clubs to Badminton, Table tennis and skill games in KS1 the children have competed against each other and showcased their skills.

It's been a super week—well done to all the children for joining in so whole-heartedly!

A special well done to **PINE**, who won the Sports Inter House Week, they will enjoy a Sports-themed non uniform day next half term—details to follow after the half term break.



Finally, I wanted to finish by drawing our attention to Harvey and Dexter in Year 6. The boys have been spending their lunchtimes in the library and have created their own comic book! Their enthusiasm and creativity is infectious and they have persevered to produce a very entertaining comic which has been carefully laminated and compiled, soon to be added to our library book shelves! The boys are now eagerly getting started on the second comic in the series! Well done to both for using their initiative and sharing their love of reading in this way.

Children can build on this example for our upcoming World Book Day—Mrs Rosson, our reading leader—wrote to you with plans for this year's special day. We can't wait to see children dressed up in some way that relates to their favourite book!

In the meantime, I wish all of our families and children a well-deserved and restful half term break. See you all on Monday, 24th February!

Miss Suhail
Principal



Parking

Please can we remind parents that the bay parking spaces outside Cedrus House are only for use by the care home's visitors and staff.

Please also be mindful of parking on the road—be safe, be considerate.

The car park in the community centre can be used in the mornings so that we can continue a harmonious relationship with our local community and neighbours.



No Nuts!

We are a nut-free school.



Parent Code of Conduct – Behaviour Online

Whilst the use of social media can be a supportive thing, we respectfully remind parents that any concerns related to school should always be directly raised with an appropriate member of staff. We are always here to help and work hard to build supportive relationships with our families that operate in mutual trust and respect.

We therefore politely request that comments on social media that bring the school's reputation into disrepute are not made. This includes on all social media platforms, including Facebook and Whatsapp.

We would like to thank parents who have raised concerns with us about misinformation being presented online and always appreciate the support we receive during these times.

For reference, the Parent Code of Conduct can be found [here](#).



Cedars Stars



Well done to this week's Cedars Stars!



Reception Liam M-J Isla C	Year 1 Mollie B Sienna MM	Year 2 Henry V Eva B
Year 3 Miranda D-AR Harry M	Year 4 Katie C Emily G	Year 5 Max C Noah-James W
Year 6 Jensen T Blake G		



Is your child eligible for Free School Meals?

Did you know that your child will get free school meals if you receive any of the following:

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment and Support Allowance
- And more...

To find out more, and to apply for free school meals (even if your child is in EYFS and KS1), please follow the link below:

[Apply for Free School Meals](#)

Attendance

Good attendance to school supports pupils' attainment and well-being.

This week's attendance was as follows:

Reception: 97.22%
Year 1: 95.99%
Year 2: 92.94%
Year 3: 95.08%
Year 4: 99.15%
Year 5: 98.73%
Year 6: 94.26%

Well done to **Year 4** for having the highest attendance this week!

World Book Day

On **Thursday 6th March**, children are invited to wear non-school uniform for World Book Day.

The theme of the non-uniform day is their favourite book, which we would love them to come into school with—if they can—as they will share their books with other children in school.

If you need any help with this, please don't hesitate to talk to your child's class teacher in the first instance.



PE Days—Spring 2

After the half term break next week, children will return to the following PE days:

Reception: Thursdays
Year 1: Mondays and Fridays
Year 2: Tuesdays and Fridays
Year 3: Mondays and Thursdays
Year 4: Mondays (swimming) and Wednesdays
Year 5: Tuesdays and Thursdays
Year 6: Wednesdays and Fridays

Class Cookies

Well done to **Kingfisher Class** in **Year 4** for having the highest attendance this week!



What Parents & Educators Need to Know about HEALTH & FITNESS APPS

WHAT ARE THE RISKS?

Physical wellbeing apps are useful tools for monitoring and improving our health. They allow us to balance nutrition, set goals, track our activities and sleep patterns, and motivate us to exercise. Nonetheless, there have been some reported drawbacks; this guide outlines some of these concerns and explains how to use fitness apps safely.

LACK OF PERSONALISATION

Many apps take a one-size-fits-all approach, failing to account for the varying ages and abilities of children: a 16-year-old, for example, will have different physical needs to a child of 10. This can create unrealistic expectations and set exercises which may be too advanced for younger children or too simple for older ones.

NOT DEVELOPED BY EXPERTS

Some fitness and wellbeing apps are developed by experts in the field – but a concerning number of them aren't. As such, these platforms may contain inaccurate information. They may present safety concerns by giving incorrect advice regarding physical activities or might include age-inappropriate content which would clearly cause more harm than good.

REDUCED INTERACTION WITH OTHERS

Physical wellbeing apps can remove the social and interactive elements which physical exercise can offer – for instance, meeting people at fitness classes, at the gym or during any other such activities. Research has found that young people generally dislike this aspect of fitness apps, suggesting that they would rather exercise in the company of friends or other like-minded individuals.

DATA AND PRIVACY CONCERNS

Fitness and wellbeing apps tend to collect a lot of personal information from their users, including name, location, date of birth, details of their physical health and more. It's worth keeping in mind that some of these apps may sell this data to third parties. We'd advise that any apps young people download should have the correct legislation in place to protect their safety and privacy while using the service.

ADDITIONAL COSTS

While many fitness apps are free to download, the initial content is quite basic. Users will only receive more helpful content (such as new workouts, nutrition advice or a personalised plan) by signing up to a subscription or paying for extra features. This can incentivise users to spend money on the service – a cost which can quickly mount up.

DEPENDENCY ON THE APP

While physical wellbeing apps can help motivate young users to manage their fitness, there's a possibility that – without being sent frequent rewards and reminders – children could start to lose their natural drive to be active. Young people may also become obsessed with tracking their exercise, health and eating habits: this can have negative effects on their mental and emotional wellbeing.

Advice for Parents & Educators

EXERCISE AND SOCIALISE

Highlight the importance of children enjoying fitness activities with family and friends, rather than always exercising alone. Emphasise the fun they can have by interacting with others rather than solely relying on an app to maintain their regime. Remind them of the importance of staying active, as well as the benefits of doing so with company.

PROMOTE POSITIVE BODY IMAGE

While we want children to be active and healthy, we must also ensure they don't become fixated on how they look and begin take things too far. During childhood and adolescence, the body is still growing and changing. It's vitally important for young people's wellbeing that we promote a positive body image and a healthy relationship with food, empowering them to make informed decisions about their diet and lifestyle.

REVIEW THE APP FIRST

Before allowing someone under 18 to install a fitness and wellbeing app, check its age rating, read its reviews and scroll through its data policy, to ensure its suitability for younger users. You could also try it yourself, to see if it's appropriate for the child's particular needs and decide if you're comfortable with them using it. Ensure that any privacy-compromising features – such as location tracking – are disabled.

USE PARENTAL CONTROLS

As with all apps, it's important for parents to familiarise themselves with any controls on the app and to use these on a child's account. The specific settings vary between platforms but – most commonly – these will relate to screen-time limits, disabling or capping in-app purchases, and managing social aspects or features which aren't age appropriate. By utilising these controls, you can help to ensure a child is getting a safe experience.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian Government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



Source: See full reference list on guide page at: <https://nationalcollege.com/guides/wellbeing-fitness-apps>