



# Cedars Park Primary School School Newsletter

Friday 23rd May 2025

## Notable Dates

**Mon 26th—Fri 30th May** - Half Term

**Wed 4th June**—Year 1 Felixstowe Beach

**Wed 4th June**—Kingfisher Library Session 2.30pm

**Thurs 5th June**—Jackdaw Library session 2.30pm

**Fri 6th June**—PTA Sponsored Fancy Dress Summer Fun Run

**Wed 11th June**—Kestrel Library Session 2.30pm

**Thurs 12th June**—Curlwey Library Session 2.30pm

**Fri 20th June**—Sports Day

**Tues 24th June**—Year 6 Crucial Crew at The Mix

**Wed 25th June**—Year 4 WCET Music Festival at The Apex

**Thurs 26th June**—Year 5 Sharing Assembly

**Fri 27th June**—Year 2 Colchester Zoo

**Fri 4th July**—Reserve Sports Day

**Wed 9th July**—Year 6 School Production 6-7.30pm

**Thurs 10th July**—Year 6 School Production 9.30—11am

**Wed 16th July**—Year 6 Leavers Party 4-7pm

**Thurs 17th July**—Reception Graduation Assembly

**Fri 18th July**—Year 6 Leavers Assembly 2.30pm

**Fri 18th July**—End of Term

## Lunch Menu w /c 2nd June

**Monday**— Margherita Pizza or Vegetable Enchilada

**Tuesday** Meatballs in Tomato Sauce & Pasta or Cheesy Vegetable Bake

**Wednesday** Roast Beef or Vegan Sausages

**Thursday** Pulled Pork Wrap or Cheese & Onion Quiche

**Friday** Fish Fingers or Vegan Fish Fingers

*Jacket Potatoes available daily*

Dear Parents and Carers,

Despite the short half term, staff and pupils have been able to cram in an awful lot of wonderful learning and wider experiences. We have been pleased to get parents and carers involved too. The library share sessions have been very well received and the pupils have really enjoyed welcoming their loved ones into the school library to share a book. There are more sessions scheduled for the coming weeks so we hope to see as many of you as possible.



There has been a lot of enthusiasm for Design Technology across the school in the last few weeks.

Year 5 had an excellent time creating bridges. They started off looking at different types of bridges and what shapes support them. Then, they created a truss bridge out of spaghetti before using saws and glue guns to create one out of wood! Incredible resilience and determination was shown by all.



Year 3 and 4 had the opportunity to visit the Trinity Farm and County Fair. They really immersed themselves in the learning opportunities during the day including how to look after a variety of different animals and plants.

In addition, they were fortunate to be gifted two trees. The children had fun planting them on the school grounds and continue to look after them by ensuring they are watered daily!



Linked to their Geography learning, Year 4 walked to the new housing development 'Aspen Grange' to carry out fieldwork to investigate human and physical features that happen in our local area and what effects these have on our community.



In even more Design Technology learning, Year 2 got their needles and thread out. The children learnt how to sew using a running stitch! This required a lot of focus and perseverance and all of the children were very successful. They all worked very hard to produce some amazing pouches.



In Year 5, there has been some DT and Computing cross curricular learning happening. The pupils used their IT skills to design and make packaging suitable for housing, London souvenirs!



To celebrate the end of their SATs, our Year 6 pupils enjoyed an exciting trip to Pipers Vale Gymnastics Centre. It was a fantastic way to unwind after all their hard work, and the children had a brilliant time exploring the equipment and learning new gymnastics skills. Their enthusiasm, teamwork, and willingness to try new challenges were a joy to see. We are so proud of each and every one of them for their effort and resilience throughout SATs week – they truly deserved this special treat!

There is an awful lot for us to look forward to next half term, the PTA Summer Fun Run, Year 6 end of year production, Year 2 Scootability and Sports Day to name but a few. All upcoming events will be communicated via the new bulletins in the coming weeks.

I hope that you all have a very happy half term and we look forward to seeing you all back in school for the second half of the Summer term on Monday 2nd June.

Mr Main  
Head of School

### Year 4 MTC Check

The first week back after half term brings round the Year 4 Multiplication Tables Check. Please encourage your child to log on at home and continue to practise ahead of the tests.

Aside from the test itself, the acquisition of fluent multiplication recall and the associated division facts is a key skill as the children progress through the school. Having this knowledge at their fingertips helps with many other areas of Maths such as long multiplication, division and fractions.

Thank you for helping your child practise at home.

MULTIPLICATION TABLE				
1 1x1=1 1x2=2 1x3=3 1x4=4 1x5=5 1x6=6 1x7=7 1x8=8 1x9=9 1x10=10	2 2x1=2 2x2=4 2x3=6 2x4=8 2x5=10 2x6=12 2x7=14 2x8=16 2x9=18 2x10=20	3 3x1=3 3x2=6 3x3=9 3x4=12 3x5=15 3x6=18 3x7=21 3x8=24 3x9=27 3x10=30	4 4x1=4 4x2=8 4x3=12 4x4=16 4x5=20 4x6=24 4x7=28 4x8=32 4x9=36 4x10=40	5 5x1=5 5x2=10 5x3=15 5x4=20 5x5=25 5x6=30 5x7=35 5x8=40 5x9=45 5x10=50
6 6x1=6 6x2=12 6x3=18 6x4=24 6x5=30 6x6=36 6x7=42 6x8=48 6x9=54 6x10=60	7 7x1=7 7x2=14 7x3=21 7x4=28 7x5=35 7x6=42 7x7=49 7x8=56 7x9=63 7x10=70	8 8x1=8 8x2=16 8x3=24 8x4=32 8x5=40 8x6=48 8x7=56 8x8=64 8x9=72 8x10=80	9 9x1=9 9x2=18 9x3=27 9x4=36 9x5=45 9x6=54 9x7=63 9x8=72 9x9=81 9x10=90	10 10x1=10 10x2=20 10x3=30 10x4=40 10x5=50 10x6=60 10x7=70 10x8=80 10x9=90 10x10=100

### PTA Summer Fun Run—Friday 6th June



On our return to school after half term we are looking forward to the PTA Sponsored Fancy Dress Summer Fun Run with a theme of 'Race to the Beach', so think surfer, lifeguards, tropical explorers, sea creatures .. Let your creativity shine!

The children have been given a sponsor form this week to bring home, please return the form and sponsor money to your class teacher or the school office by Friday 6th June. There is a House Point Bonus up for grabs: 100 points for the top fundraiser, 75 for second place, and 50 for third place.

## PSHE Summer 2—Changing Me

During the second half of the summer term, our Jigsaw PSHE curriculum focuses on the topic of 'Changing Me'. This topic covers a lot of content about growing up and the changes our young people may experience.

In order for parents and carers to be informed about what is covered, we will be emailing out the Knowledge Organisers for your child's year group(s) via parentmail ahead of half term.

We hope that this will then give parents and carers time to talk to their children about the upcoming topic should they feel the need to do so.



## 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.

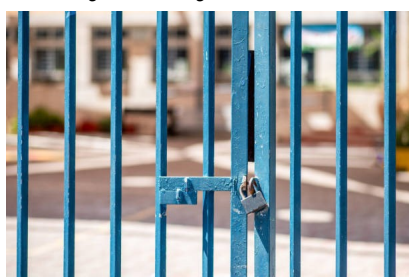
Please also be mindful of parking on the road—be safe, be considerate.

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.



## Children Arriving Early

It has been noted that a number of children are arriving and waiting outside the school gates in the morning as early as 08:10—20 minutes before the gate opens.



The school would appreciate it if parents of children in Year 5 and 6 could work with the children to adjust their departure from home in the morning, so that they are not outside the gates for an extended period of time before the school day begins.

In addition, if your child rides a scooter or bike to school could you please remind them not to ride or scoot at speed up and down the footpaths outside the school gates at this very busy time of day.

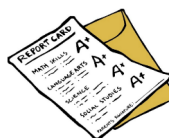
Thank you for your continued support.

## End of Year School Reports

We are excited to announce that end of year school reports, in July, will be sent out electronically. This will bring us in line with the other primary schools in the Trust but will also be much better for the environment too.

The reports will be sent to you securely via email. To ensure that you receive them successfully, please check that your email address is accurate and up to date on Arbor.

More details about the electronic reports will be sent out next half term.



# Reports

## Cedars LOVE reading!

Before Easter you should have received a letter regarding our shared library sessions. As a reminder, parents/carers are welcome to come into school at 2:30pm:

- Y4 - Kingfisher class on Wednesday 4th June
- Y4 - Kestrel class on Wednesday 11th June
- Y5 - Nuthatch class on Wednesday 18th June
- Y5 - Cormorant class Thursday 19th June
- Y6 - Jackdaw class on Thursday 5th June
- Y6 - Curlew class on Thursday 12th June



### No Nuts!

We are a nut-free school.



### Medical Risk Assessments

Please be aware that if your child injures themselves and they come to school with a plaster cast or needing to use crutches for any reason, school will need to put a risk assessment in place. In addition, where parents have received medical advice for an injury, such as not being able to take part in P.E. for a certain period of time, the school should be informed and a risk assessment may be necessary.



### Cedars Stars

Well done to this week's Cedars Stars!

<b>Reception</b>	<b>Year 1</b> Corey S Penny C	<b>Year 2</b> Gile P Jamie C
<b>Year 3</b> Sophia W Leonardo PS	<b>Year 4</b> Alice S Benjamin G	<b>Year 5</b> Jessica B Darcy B
<b>Year 6</b> Liam W Giulio		

### 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: 94.97%

Year 1: 95.8%

Year 2: 92.69%

Year 3: 95.17%

**Year 4: 98.78%**

Year 5: 90.63%

Year 6: 96.89%

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

### PE Days—Summer 2

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

Reception: Thursdays

Year 1: Tuesdays and Fridays

Year 2: Tuesdays and Fridays

Year 3: Monday (swim) and Thursdays

Year 4: Mondays 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 VIOLENT CONTENT ONLINE

Around 70% of teenagers say they've seen real-life violence on social media in the past year – often from as young as primary school age. Just 1% actively seek it out; most encounter it through group chats or social media algorithms. From fights and pranks to hate speech and graphic media, exposure to violent content online is more widespread – and more harmful – than many adults realise.

## WHAT ARE THE RISKS?

### MENTAL HEALTH AND TRAUMA



Children and young people report feelings of anger, guilt, shame or fear after seeing violent content. For some, these effects may be short-term, but for those with existing mental health issues or past trauma, the impact can be more severe. Many kids feel pressured to 'tough it out' instead of seeking help from friends, even when they feel it's necessary.

### BEHAVIOUR CHANGES

Exposure to online violence can lead to poor online behaviour – such as sleeping without or staying in bed, when children are not supposed to. In videos, it can highlight their perspective that the world is unsafe and, in more cases, increase the likelihood they'll consider copying content themselves, such as a knife for postcard.

### ESCALATION AND PARTICIPATION



Violent videos often go viral quickly, which begins an escalation of arguments and opinions. This 'echo-chamber' – which can sometimes be used and shared to gain views or likes. Some children even admit to participating or setting violent content themselves to gain attention or boost their reputation.

### DESENSITISATION



Older teens may become numb to violent content after years of exposure, admitting they're unlikely to report it. Teenager children who read but to report it – usually because they don't believe anything will be done or because they're afraid of being labelled or 'snitching' by their peers.

### HARMFUL IDEOLOGIES



Student leaders online may develop with social, misogynistic or otherwise extremist ideas. These ideologies can influence others in group settings as a way to gain power, popularity or notoriety. Over time, this can normalise dangerous behaviours and attitudes among impressionable students.

### DISPROPORTIONATE IMPACT



Not all children are affected equally. Those who are excluded from school, unorganised, disabled or neurodivergent are often more vulnerable to the effects of online violence. It's essential consider older content – including home life and access to safe spaces – when thinking about potential harm.

## Advice for Parents & Educators

### CREATE SUPPORTIVE SPACES



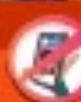
Many children feel adults are too busy or won't understand their experiences online. Take time to build trust through non-judgemental conversations about what they're seeing. If they don't want to speak to you directly, gently suggest friends to talk to or that they visit us for support.

### KNOW WHAT'S ILLEGAL



Some violent content is simply upsetting, while other examples may be criminal and safeguarding issues that need reporting. Help children understand the difference by staying informed about online laws and social media reporting procedures. A useful resource is [reportthemad.ukend.com](http://reportthemad.ukend.com).

### AVOID HARSH RESTRICTIONS



Fear of punishment is a major reason young people may silent about online content. Try not to overreact or threaten to take away devices, internet, or remove children from their own spaces openly and that asking for help won't get their info 'outed'.

### UNDERSTAND TECH AND TRAUMA



Older children may already know how to block accounts or avoid triggering content. Help younger or more vulnerable kids to learn these tools and encourage habits that reduce exposure. Just as importantly, teach techniques that help them process distress – building resilience and emotional literacy for both online and offline life.

### Meet Our Expert



Dr Holly Howell-Jones is the founder of Online Media Literacy and a leading UK expert in digital safety, media law, and young people. Her PhD investigates children's online experiences of risk online. She works with schools, businesses, and universities to provide clear, evidence-based education on the criminal, legal, and ethical considerations for the digital age. Visit [onlineinmediatrust.com](http://onlineinmediatrust.com) for more.

