



12 June 2026

Headteacher's Message

Dear Parents and Carers,

It has certainly been a busy and productive start back to this half term. The children came straight back in to start the term off with Interfaith Week which gave them the opportunity to learn about different religions and beliefs, understand their core values and explore the meaning in some of the stories for their chosen religion. They then met with their buddy class to share their learning and find out about the religion their buddy class had been learning about. It was a great opportunity for the children to get a deeper understanding about the different world religions and share their own beliefs with their peers. We are really proud of the diverse community we have at Summercroft and I'd like to thank Mrs Greenhill for organising the week and giving the children the opportunity to celebrate their own identity.



This week the children have become fully immersed in their final topics for this academic year and there has been a sense of excitement in the classrooms as they have begun this learning. [Topic webs](#) for each year group are available on the website. We will also be supporting the children with transition across the last six weeks which will involve a range of different opportunities to meet their teacher, go into their new classrooms and prepare for next year.

I am extremely proud of our Year 1 and Year 4 children who have been sitting the national statutory tests this week. Our Year 1 children have all completed their Phonics Screening Check, while the Year 4 children have completed the Multiplication Tables Check. The children were well prepared for the tests and I know they have all tried their best which is all we can ask of them. I will share the results with you once we get them towards the end of this term.

We had a meeting with Lunchtime Co. before half-term to share the concerns that parents have raised about the lunchtime food offer, the ordering system and payments. We understand and share your frustrations with the system and Lunchtime Co. are working hard to resolve this completely. They have given assurances that the issues will be resolved and you will have seen that they have been raising their profile around school, with the opportunity to talk to them directly at the taster sessions. Please do give constructive feedback at these sessions as well as enjoying the food they have to offer. I am keen to make sure that there is complete satisfaction with the service ASAP and we will be having regular meetings over the coming months until we achieve this.

Parking has become an increasing problem again at pick-up and drop-off times, with a near miss being reported this week. I urge you to drive carefully and with consideration of the children and adults walking along the pavement. I have also had further complaints from local residents who have been blocked into their driveways and had abuse shouted at them. These issues have been raised to the police who will be making more regular patrols at pick-up and drop-off times. Please can the Kiss and Go Zone be respected so that the older children can get out quickly and walk independently to school, as this eases a lot of the congestion on Plaw Hatch Close. Unfortunately there are a number of people parking in there which blocks the bay for those trying to drop off. I appreciate the urgency that everyone has in the morning but giving yourself a bit of extra time and showing consideration for the whole community will go along way to making it a safer pick-up and drop-off for our children.

Looking ahead, we have an exciting week next week. Key Stage 1 and Key Stage 2 Sports Days are on Monday 15th June. Kingfisher House are the current holders and are hoping to retain the trophy, with Robin, Goldfinch and Woodpecker are keen to steal their crown. I look forward to seeing lots of you there on Monday and everyone is welcome for the picnic lunch starting at midday. The Early Years Sports Day is on Wednesday 17th June and again, the children are excited about participating in the range of sporting activities. We look forward to seeing you there and giving your support.

I hope you have a lovely weekend.
Kind regards,

Stephen Jess
Headteacher





EYFS

Kindness and the Three Little Pigs

Over the past two weeks, Reception and Nursery have been busy with a wide range of exciting learning experiences as we celebrated Interfaith Week and began our final topic of the year, Traditional Tales.

During Interfaith Week, we focused on Christianity and explored the value of kindness. The children listened to the story of *The Good Samaritan* and discussed how the Samaritan showed kindness by helping someone in need. Together, we reflected on simple ways we can show kindness every day, such as sharing, helping others and including friends in our games.

The Reception children shared their thoughts about kindness and created their own 'Kindness Pledges'. They carefully wrote about one way they would like to show kindness and illustrated their ideas. We also enjoyed reading *A Little Spot of Kindness*, which helped us understand how kind actions can spread and positively impact those around us. Nursery children explored kindness through creative activities, making cards for their friends and families and contributing to a beautiful kindness quilt, drawing pictures of themselves carrying out kind acts.

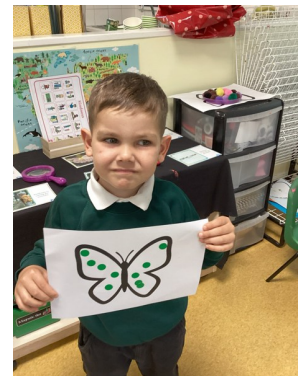
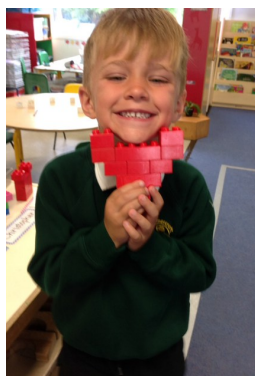
Alongside this, we began our Traditional Tales topic with *The Three Little Pigs*. The children enthusiastically retold the story, sequenced key events, acted it out using small world resources and wrote about their favourite parts. Through discussion and role play, they developed their storytelling skills and confidence in speaking.

Reception have continued learning about sharing and division through practical activities, using this knowledge to revisit odd and even numbers whilst the Nursery children focused on positional language, learning words such as *behind*, *on top*, *inside* and *under*. They practised describing the position of teddies in relation to boxes and reinforced this learning during PE lessons by using their own body positions and cones to demonstrate their understanding of positional vocabulary.

Our Science learning linked closely to *The Three Little Pigs* as we explored materials. The children investigated straw, sticks and bricks, discussing why some materials are more suitable for building than others. During Child-Initiated Learning, they identified, described and sorted materials using vocabulary such as strong, hard, soft and rough. We also introduced magnets, and the children enjoyed testing different objects to discover which were magnetic, making observations and spotting patterns in their findings. Nursery children explored the different building materials by creating collages using straw and sticks and printing with LEGO bricks to represent the three houses.

In Expressive Arts and Design, Reception painted pictures of the three little pigs and their houses and created a musical retelling of the story using instruments.

In between the showers, we have also been busy preparing for Sports Day. The children have shown great enthusiasm and determination, and we are looking forward to sharing their achievements with you very soon.





Year 1

Kind Hearts, Clever Designs and Equal Shares!

We began Interfaith Week by listening to two Islamic stories: 'The Prophet and the Ants' and 'The Crying Camel'. The children quickly grasped the moral of these tales—that humans must care for all creatures, no matter how small. We connected this to our own pets, but also to the wildlife around us. We currently have a spider living in the corner of the Chestnut classroom and we see plenty of insects in the Woodland Walk! Inspired by the prophet's teachings, the children decided they wanted to help educate others on protecting wild animals. We made puppets, practiced retelling the stories using expressive animal voices, and put on a brilliant performance for our Year 4 buddy classes. The children were delighted with the courage stones they received from their buddies.

In an exciting, DT-themed week we learned how to design, make and refine moving pictures for a storybook. First, we explored books with levers, sliders, and wheels. We were inspired by the books and decided to make our own book pages.

- Project 1: The children chose a vehicle, designed a background setting, and used a slider to make their vehicle move.
- Project 2: We used a lever to make sea creatures leap gracefully out of ocean waves.

To wrap up the week, the children let their creativity loose, experimenting freely with levers and sliders to create their own unique designs. A huge thank you to our work-experience students, Oscar and Ruby, for their patient help with these creations!

We kicked off our maths learning this half-term by mastering instructional and directional language. The children have been learning how to use the terms 'left', 'right', 'forwards' and 'backwards', alongside 'quarter turn', 'half turn', and 'full turn'. They put their skills to the test by successfully applying this understanding to direct toy vehicles across a map, showing great precision with their navigation!

Building on our work on turns, we mastered the art of making equal parts. We started by halving objects, agreeing that it would be terribly unfair to cut a pizza into two unequal pieces! We practised making two identical parts by folding and cutting paper circles, triangles, rectangles and arrows, before applying this knowledge to finding half of a number. Next, we tackled quarters. Ensuring four parts were exactly the same proved to be a bit tricky, but the children showed incredible resilience to get it right. We then took it a step further by finding a quarter of a number—all to ensure we never have to hear the phrase, "It's not fair!"

Finally, the children showed immense determination and resilience during the Phonics Screening Check. The Year 1 team are incredibly proud of their positive attitudes and hard work!





Year 2

Story Telling in Year 2

We had such a busy start to the half term last week with Interfaith Week! The children absolutely loved doing something different and really enjoyed the week.

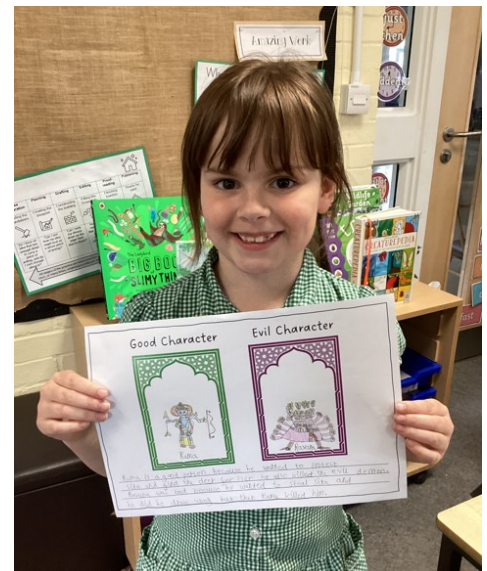
During the week, we explored the Hindu faith, with a particular focus on the story of Rama and Sita. This story helped us understand why Hindus light diyas during their celebration of Diwali. We began by reading the story and identifying the different values shown within it. We then discussed how these values link to our own and considered the qualities we need to be good citizens. Then we wrote about the values each character demonstrated, explaining our reasons for our choices.

As the week was centred around storytelling from different cultures, we decided to retell the story of Rama and Sita. First, we created background scenes by collaging different types of paper and then we made stick puppets for the characters. We spent time retelling the story in pairs before performing in our groups. We then met with our Year 5 buddy class to share our stories. This was a wonderful opportunity to practise speaking in front of others and many of the children did so brilliantly!

This week we began our new topic on Coasts. We began with a 'big art' activity and worked together to create a coastal scene on a large scale. The children worked collaboratively and used their oracy skills to make decisions about their work.

We have also been busy learning our songs for the imminent Year 2 Music Festival (22nd June). We hope you have your tickets, as it is sure to be a great show!

We have lots of other exciting events coming up too such as Sports Day and hopefully our visit to Holland on Sea, so keep an eye out for more information.





Year 3

Going To Town on Reading

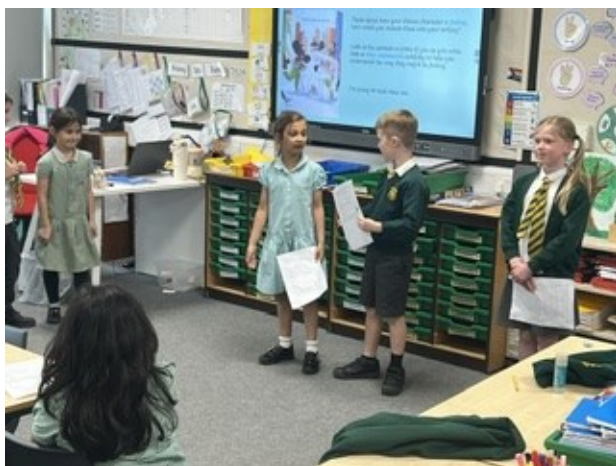
Pupils have ventured into our brand-new class book, *New in Town*, by Marta Altés. The children have thoroughly enjoyed exploring a new town through the eyes of the main character, a very well-meaning dog, and found his various misunderstandings absolutely hilarious!

Our young readers have been acting as "book detectives," using clues from the illustrations and text to make highly accurate predictions about the story. They've also been practicing their inference skills by writing in-role, stepping directly into the paws of the dog and the shoes of the little girl to show their different perspectives.

The 5 Ks to Success

As part of Interfaith Week, Year 3 spent time studying Sikhism. The children explored global geography by looking at the countries with the largest Sikh populations, learned about core Sikh beliefs, and discovered the significance of the 5 Ks (the articles of faith).

We also listened to the traditional story of 'The Silver Needle' and discussed its deep spiritual importance within the religion. The children then put on their drama hats, working hard to rehearse and perform their very own creative versions of the story in front of the class.



Don't Over-React, It's Only a Fraction!

The pupils have done an amazing job jumping right back into maths after the holidays! We have been tackling fractions, which can often be a tricky concept to master.

The children have shown a fantastic understanding of how to add and subtract fractions, as well as how to find fractions of specific amounts. They are becoming absolute pros at using bar models to visualise their math problems. Feel free to test them with a few fraction questions at home - they will happily draw out a bar model to show you exactly how they worked out the answer!





Year 4

Stories, Stones and a Soul-Snatcher!

Interfaith Week was an exciting start to the half term. In Year 4, we explored Judaism through the story of Moses. The children worked hard in groups to create props to enable them to retell the story. It was an excellent opportunity to practise oracy skills and the children thoroughly enjoyed sharing the story with their Year 1 buddies. They also loved painting courage stones to give to their buddies. With many links made to our Summercroft values, we were super proud of all the children's efforts.

Year 4 proved to be excellent history detectives during their afternoon spent handling a collection of Roman artefacts. The children puzzled over bits of broken pottery, coins inscribed with the name Julius Caesar, a rusty dagger and some odd-looking instruments which we thought might have been tweezers. They also turned out to be successful spies for the Roman army, reporting on key aspects of the culture, landscape and lifestyle of Iron Age Britain.

In English, we created class poems using kennings to describe Fenrir, the monstrous wolf in our story. A kenning names something by describing its qualities in a two-word compound expression, for example mouse-catcher is a cat. The kenning has its origins in Anglo-Saxon or Old Norse where kennings were used to name swords, for example 'death-bringer'. Here are some of the kennings we created to describe the wolf: bone-cruncher, spine-tingler, shadow-stalker, soul-snatcher, fear-striker, hand-biter, skin-slasher, fire-destroyer, town-destroyer and nightmare-whisperer.

In science lessons, the children learned about the layers of the teeth. They used the terms 'enamel', 'pulp' and 'root'. They correctly identified that enamel is the protective layer around the outside of the tooth. We were all reminded that plaque build-up can cause teeth to decay if they are not brushed regularly!

Well done to the children for completing their Multiplication Tables Check. We are so proud of all their hard work and determination to succeed. This knowledge will be great preparation for Year 5 maths lessons.





Year 5

Busy, Busy!

Wow, what a busy and productive two weeks we've had since returning from the half term break. We can't believe we are almost at the end to what has been a truly fantastic year. Time has really flown by, and that is because our classrooms have been absolutely buzzing with energy, curiosity, and some truly spectacular learning. Over these past two weeks, the children of Sycamore and Hazel Class have dived into the thrilling world of Victorian mystery, travelled back thousands of years to Ancient China, and explored profound philosophical concepts of Buddhism during Interfaith Week. The children have worked exceptionally hard, and the outcomes they have produced are nothing short of brilliant.

Mastering Mystery with Wilkie Collins

In our English sessions, the children turned into literary detectives and authors as we introduced a sense of mystery inspired by Wilkie Collins's famous 1859 novel, *The Woman in White*. We began our learning journey by exploring how mystery writers use immediate sensory "shocks"—like a sudden, unexpected touch on the shoulder—to grab a reader's attention. The pupils thoroughly enjoyed looking at the impact of a first-person narrator, discovering how seeing through the character's eyes allows us to feel their immediate fear and tension. They learned how to "show, not tell" emotions by describing physical reactions, such as the narrator's brilliant phrase: 'every drop of blood in my body was brought to a stop'. The independent writing produced at the end of this unit gave the teaching team absolute goosebumps! The children drafted their own 'Night Encounter' openings, perfectly balancing short, punchy paragraphs with atmospheric vocabulary and description. The level of detail was superb, and our pupils truly showed they have come along leaps and bounds over the course of the year as creative writers.

Ancient China: Virtue vs. Tyranny

In history, we travelled back to around 1600 BCE to explore the dramatic birth of the Shang Dynasty in Ancient China. The children learned the fascinating legend of how power passed from the first dynasty (the Xia) to the second, focusing on a pivotal historical concept: The Mandate of Heaven.

The pupils engaged in some fantastic historical enquiries, comparing two very different leaders:

- King Jie of Xia: The ultimate example of a tyrant, who built extravagant pleasure gardens and wine lakes while his people suffered.
- Tang the Great (Tang the Perfect): A virtuous hero known for his benevolence, humility and dedication to his subjects.

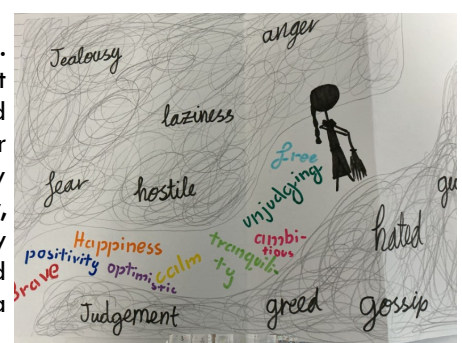
The children loved sorting historical sources to contrast King Jie's cruel actions with Tang's wonderful deeds. We also had a brilliant classroom debate comparing these traditional legends with archaeological evidence (like bronze weapons and massive city walls), questioning whether "good" rulers still had to rely on powerful warfare.

Exploring Buddhism

Finally, we celebrated Interfaith Week by taking a wonderful, reflective journey into Buddhism to learn about the life of Siddhartha Gautama and his teachings. The children listened to the story of the prince who left his luxurious palace after witnessing the 'Four Sights' (an old man, a sick person, a dead person and a holy man) to find the secret to ending suffering. They explored the concept of the Middle Way—discovering that true happiness isn't found in having too much or too little.



The core of our learning focused on the Eightfold Path, which Buddhists use as a guide or "map" to live a kinder, happier life. What made this week so special was seeing our pupils put these ancient teachings into a modern school context. In pairs, the children discussed how someone following the Eightfold Path would react if they saw a peer feeling unhappy. Their responses were incredibly heartwarming. They explained how they would use *Right Speech* to defend someone kindly, *Right Action* to keep others safe, and *Right Mindfulness* to stay fully aware of the feelings of those around them. The empathy, maturity, and kindness displayed by our pupils during these reflections showed what a genuinely caring school community we have here at Summercroft.





Year 6

Raising the Curtain in Year 6

What a busy and exciting few weeks it has been in Year 6!

Rehearsals have officially begun for our production of *Robin, Hood and the Birchanger Hoodies*, and we couldn't be more impressed with the children so far. They have shown fantastic enthusiasm and commitment, already working hard to learn their lines and responding thoughtfully to feedback. Their willingness to take advice seriously is helping them develop into confident performers, and it is clear that all their hard work will result in a fantastic show. We have also been blown away by their singing and can't wait to see how much they improve over the coming weeks.

In English, we have been channelling our freshly honed drama skills into writing and delivering powerful speeches in role as Emmeline Pankhurst. The children imagined themselves addressing fellow suffragettes after yet another setback, encouraging them to continue fighting for their cause despite repeated abuse, rejections and disappointments. They carefully considered their language choices to capture Mrs Pankhurst's passionate voice and to persuade their audience to support the movement. We were incredibly impressed by the creativity and persuasive techniques on display.

As part of Interfaith Week, we explored the theme, 'Different Stories, Shared Values.' This year, we focused on stories that are important to Humanists. After learning about Humanism, we listened to a range of stories that demonstrated key humanist values and used our oracy skills to discuss which messages we personally felt were the most important. The children then reflected on what makes a good life and created their own advice, presenting it through eye-catching and thought-provoking graffiti-style posters. As always, we were incredibly proud of the mature, respectful and sensitive way the children discussed different beliefs and values.

Over the past fortnight, we teachers have also had the privilege of meeting with staff from our local secondary schools. These visits have provided a wonderful opportunity to reflect on just how far the children have come this year and how proud we are of each and every one of them. The children also had the chance to meet staff from their new schools and, as always, represented Summercroft brilliantly through their politeness, confidence and respect. We know that the secondary schools are looking forward to welcoming them in September, and we have no doubt that they will continue to thrive in the next stage of their journey.



Young Carers

Many young people qualify to be classed as a young carer. A young carer is a young person who, due to the needs of another family member (including siblings), has adaptations to their general childhood.

If you feel that your child may be eligible to be classed as a young carer, or has been identified and you think that we may be unaware, please contact Mrs Willis via the school office.

For more information, please see the link below, plus details of how the service is changing.

[Young carers in Hertfordshire | Hertfordshire County Council](#)

From 1 April 2026, Hertfordshire County Council will be bringing support for young carers in-house, when the young carer contract with Carers in Hertfordshire comes to an end, integrating it fully within the council's services.

The existing Carers in Hertfordshire contract for adult carers will remain in place.

Work has been ongoing with young carers, families and professionals to make sure the change is smooth, and the support will continue and stay very similar. This includes assessments, help with managing caring responsibilities, regular reviews, ensuring the voices of young carers inform the support they receive, and support in preparing for adulthood.



SEND Updates

We would like to make you aware of some of the local support available for parents of children with SEND.



You can find lots of articles to support children's wellbeing and emotional health [here](#).

Please access the Developing Special Provision Locally, Area 3 (DSPL3) website and Facebook page linked below. There you will find a range of helpful information, advice, courses and further SEN support.

DSPL3 Website- [Developing Special Provision Locally \(DSPL\) 3 - Home](#)

DSPL3 Facebook page- [Delivering Special Provision Locally Area 3 - East Herts | Facebook](#)

There are also a range of other support groups, including:

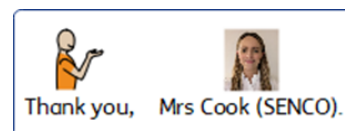
[SPACE Hertfordshire – Supporting families in Hertfordshire | Autism | ADHD | Neurodiversity](#)

[ADD-vance](#)- The ADHD and Autism Trust- courses include 'Understanding my ADHD'.

[Families in Focus | Courses for Parents, Hertfordshire](#)

[Families Feeling Safe](#) • Protective Behaviours training, courses and workshops.

SENDIASS- [Home](#)- Info, advice and support with the SEN systems.



New SEN Signposts:

- 'Understanding My Autism' & 'Understanding My ADHD' courses for children starting in January 2026
- Neurodiversity support Hub- for children with a diagnosis or awaiting an assessment



Punctuality Matters!

Did you know?

The early work in our classes helps the children to embed and practise the skills that they have learnt previously.

Our registers close at 8:55am.

Missed minutes = missed learning = missed opportunities!

Being frequently late for school means lost learning:

- o Arriving 5 minutes late every day adds up to over 3 days lost each year.
- o Arriving 15 minutes late every day is the same as being absent for 2 weeks a year.
- o Arriving 30 minutes late every day is the same as being absent for 19 days a year.

Our school attendance policy can be found [here](#).

If you need advice or support regarding attendance or punctuality please contact our Pastoral Lead, Mrs Willis, at jo.willis@summercroft.herts.sch.uk.



At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.



**National
Online
Safety**
Publish date: 24/10/18



'Apps' are designed to run on certain devices and are written for a specific operating system, such as Apple iOS, Windows, or Android. The official store for the Apple iOS operating system is known as the 'App Store' and it's where you can browse and download more than 2 million apps and games to use on the iPad, iPhone, iPod Touch and other Apple devices. When your children are using the app store, you need to be aware of the risks...



What parents need to know about

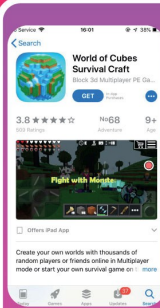
THE APP STORE

IS YOUR CHILD 13+?

To download and buy apps from the App Store, your child will need an Apple ID. If they have used other Apple services, such as iCloud, they can sign into the App Store with the same Apple ID. If they are aged 13 and under, they cannot sign up for an Apple ID on their own, but an adult can create an Apple ID for a child.

IN-APP PURCHASES

Apps are either free, paid-for or free with in-app purchases. In-app purchases are optional transactions that can unlock extra functionality, virtual goods or unique content. Unless you change the settings, once your child has entered a password to make an in-app purchase, they can make additional purchases for 15 minutes without re-entering a password. This makes it extremely easy for children to accidentally run up huge bills.



LOOKALIKE APPS

Some developers release apps that copy the functionality, user interface and even product names and branding of popular apps, in an attempt to trick unsuspecting users to install them. By downloading an app from an unknown developer, your child could find their device compromised. Experts warn that through app permissions, hackers can potentially take photos using the camera and access media remotely, track your child's location, record any passwords they enter for other accounts, and send text messages from phones.

INAPPROPRIATE APPS

Some apps and games have content that is unsuitable for younger children – even the most popular or innocuous looking apps may feature adult-themed content, violence or cruelty to other people or animals, unmoderated chat, pornographic or sexual content.

THIRD-PARTY APP STORES

Because the official Apple App Store has a very stringent policy about what apps it approves, children may look elsewhere for apps and games they've heard about from friends. As well as the Apple App Store for iOS, there are hundreds of other third-party app stores, but the danger is they may not apply the same level of scrutiny toward the apps they allow to be listed. There's a higher chance of apps that infect devices with malicious codes or put user privacy at risk by extracting sensitive information.



Top Tips for Parents



CREATE YOUR CHILD'S ACCOUNT

You can create an Apple ID for a child under 13 and add them to your family group to keep an eye on their activity. Go to Settings > [your name] > Family Sharing > Add Family Member > Create a Child Account > Next. Enter your child's birthday and tap Next. Review the Parent Privacy Disclosure and tap Agree. With Family Sharing, you can add up to six family members to share App Store purchases, as well as iTunes and Apple Books.

SWITCH ON 'ASK TO BUY'

If you have a child that is over 13 years of age and has their own Apple account, make sure that you only allow them to make purchases with gift cards. You can also activate the 'Ask to Buy' feature if you are using Family Sharing, so that whenever a family member who isn't an adult initiates a new purchase, a request goes to the account organiser. You can also limit what content your child can access on the devices they use.

RESTRICT IN-APP PURCHASES

You can restrict your child's ability to make in-app purchases. On an iOS device, open Settings, tap General and then Restrictions. Tap 'Enable Restrictions'. You can put a limitation that requires a password every time there is a purchase made in the App Store or iTunes Store.

BROWSE APPS BY AGE

To find apps and games that are right for your children, check the age ratings. On an iPhone or iPod Touch, this can be found in the information section on an app's product page, and on an iPad or desktop, the age range is near the Buy button. On the Kids page, you can find apps for age ranges, including 5 and under, 6 to 8, and 9 to 11.

AVOID OTHER APP STORES

Put a rule in place that your child can only use the official App Store to download apps and games. Explain why it is wise to only install applications from a trusted source to ensure their device is not affected by security issues or virus attacks.

HOW TO KNOW AN APP IS SAFE TO INSTALL

Advise your child that just because they're downloading an app from an official store, it doesn't make it safe. Fake or copycat apps will often include misspelt words and poor grammar, so always read the app description, and double check the developer name and title for warning signs. Be wary of apps that come with a long list of permission requests. Check the app's reviews and ratings – one star, one-line reviews complaining that an app didn't work on a certain device, or that there was a billing issue, is not a good indication.

SPOT FAKE REVIEWS

When checking the customer reviews within the app store, make sure they aren't vague and generic, or overly effusive, as some developers will try to manipulate their app's positions by posting fake ratings and reviews. Check the number of downloads the app claims to have – the higher the number, the more likely it is to be safe. Your child can also visit the company's website to see if the app is a

SOURCES: <https://www.engadget.com/2017/12/18/fake-cuphead-itunes/> & <https://mashable.com/2017/11/06/fake-whatsapp-app-google-play-store-android/?europe=true>

