

Friday Flyer

Friday 26th September 2025

Headteacher Update

On Thursday night I had the pleasure of meeting with our wonderful PTA team for the Annual General Meeting. It was so lovely to be in the company of people who share mine and the staff's love of the school and our passion to make the children's experience the best it can possibly be. It was quite staggering to look at all of the support the PTA gave us last year in the form of fairs, discos, movie nights, pre-loved uniform sales, teas and coffees served and hampers raffled and even more staggering to look at the amount of money raised for school - over £15,000! Incredible! None of that would be possible without the sheer drive and dedication the PTA have and I feel very grateful to Sinead (Chair), Teleri (Vice-Chair), Frances (Treasurer), Sarah (Secretary) and all of the other members who give so generously of their time and ideas to make each initiative such a resounding success.

We had some new members join at the meeting last night and it's not too late if you would like to add your support too - Sinead is happy to welcome new members across the year and there is no minimum commitment so if you are short on time and can only offer ten minutes one morning to help set up a stall for a fair then we'd be very grateful to have you on the team. Equally, you are very welcome to throw yourself in fully and attend every meeting and event if you would prefer!

Last night it was formally agreed that the PTA will change its name to **Friends of Ponteland Primary School**. This is to reflect the fact that the committee is supported by a wide range of people from, grandparents to friends, and is not limited just to parents. Hopefully this feels more inclusive and will encourage anyone who would like to be involved to put themselves forward.

Finally, you will have an attachment with this week's Friday Flyer, entitled 'Be Hopeful Newsletter' which has been shared with us from the mental health support team at Northumberland County Council. On this note, following on from the guide I shared in last week's FF to support open conversations at home, I have included, in the Safeguarding and Wellbeing section below, a guide to developing emotional literacy with your child. This is something which we prioritise in school, using the Zones of Regulation to help children express themselves. We've had lots of positive feedback from families who have also adopted the Zones at home so if this is something you've not yet tried then it might be worth asking your child about it and trying it out as a family.

Blue	Green	Yellow	Red
			
Low	Happy	Wobbly	Angry
Running Slow	Good to Go	Caution	STOP
unhappy tired withdrawn tearful	positive proud calm focused	excited nervous frustrated annoyed	mad furious yelling aggressive

Best wishes
Claire Johnson



Safeguarding & wellbeing

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

10 Top Tips for Parents and Educators SUPPORTING CHILDREN TO DEVELOP EMOTIONAL LITERACY

Emotional literacy refers to the ability to recognise, understand and express our feelings effectively. It plays a crucial role in strengthening a child's wellbeing by enhancing their relationships and resilience. However, emotional literacy is not necessarily an innate talent, and its development may present challenges. This guide gives parents and educators practical tips on supporting children to cultivate this essential skill.

1 NAME THE EMOTION

Encourage children to identify and name their emotions. This helps them understand what they're feeling and why. Use simple language and relatable examples to make it easier for them to share their emotions. This builds a foundation for emotional understanding and open communication.

2 MODEL EMOTIONAL EXPRESSION

Demonstrate healthy emotional expression by sharing your feelings visibly. When children see adults properly displaying how they're doing and what they're thinking, they learn to do the same. Discuss how you handle emotions in different circumstances, providing a real-life framework for young ones to follow.

3 MINDFULNESS ACTIVITIES

Teach children mindfulness practices to help them stay present and manage their emotions during more challenging moments. Activities like deep breathing, meditation or yoga can reduce stress and enhance emotional regulation. Regular practice can improve focus and emotional stability, which can significantly help children both as they're growing up and throughout their adult life.

4 USE STORYTELLING

Incorporate storytelling to help children understand emotions. Stories can offer relevant scenarios illustrating how the characters experience and manage their feelings. Discuss the emotions depicted in stories and ask children how they might feel in similar situations.

5 PRACTISE EMPATHY

Teach children to consider others' views and emotions – and to explore why they might think or feel this way. Role-playing and discussing various scenarios can enhance their ability to empathise. Understanding others' emotions helps children to develop compassion and improves their social interactions.

6 ENCOURAGE JOURNALING

Suggest keeping a journal to make note of thoughts and emotions, as writing can provide an outlet for self-reflection and emotional processing. Encourage children to write about their daily experiences and feelings, helping them gain insight into their emotional world. Do this alongside them, so they can see and experience how to do it effectively.

7 TEACH PROBLEM-SOLVING

Do what you can to help children develop problem-solving skills to assist in managing emotional challenges. Discuss potential solutions to emotional conflicts and encourage them to think critically about what they (and others) can do to process their feelings in a healthy way. This empowers children to handle emotions positively and build resilience.

8 CREATE A SAFE SPACE

Establish an environment where children feel safe to display their emotions without judgement. Encourage open exchanges and reassure them that all feelings are valid. This supportive atmosphere promotes trust and encourages children to express themselves with confidence.

9 USE VISUAL AIDS

Take advantage of visual aids like emotion charts or mood meters to help children identify and express their feelings. Use these tools regularly in your interactions. They provide a visual representation of emotions, making it easier for children to communicate their emotional state.

10 CELEBRATE EMOTIONAL GROWTH

Acknowledge and celebrate progress in emotional literacy, and praise children for expressing their emotions and handling them effectively. Positive reinforcement is a useful tool that will encourage continued growth and reinforces the importance of emotional literacy – encouraging young people to maintain the good habits and healthy behaviours that you've taught them.

Meet Our Expert

Adam Gillett is Associate Vice-Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, an organisation that supports schools in improving their mental health provision.



WakeUp
Wednesday

The National College®



Attendance for this week is summarised below

Nursery (Acorn)	94.2%	Year 3 (Pine)	95.7%
Reception (Chestnut)	100%	Year 4 (Alder)	98.7%
Reception (Pinecone)	98.0%	Year 4 (Yew)	98.0%
Year 1 (Holly)	99.3%	Year 5 (Oak)	94.5%
Year 1 (Ash)	97.9%	Year 5 (Beech)	96.7%
Year 2 (Sycamore)	100%	Year 6 (Elm)	91.6%
Year 2 (Willow)	96.0%	Year 6 (Birch)	94.5%
Year 3 (Maple)	96.0%	Whole school Cumulative from Sept	97.2%

98% - 100%	Excellent Attendance
95% - 97.9%	Good Attendance
92% - 94.9	Caution (below national)
90% - 91.9%	Cause for concern
Below 89.9%	Persistent Absence - Serious Concern

Absence Procedures

If your child is ill, please keep them at home until they are well enough to return to school. **Please notify us by phone call or email before 9.15am** if your child is to be absent, and continue to inform us on a daily basis if they continue to be ill.

We have a continual focus on attendance and punctuality and this is of the utmost importance in your child's education. Please remember that our school gate closes at 8.55am as this is when our lessons begin. Anyone arriving after this time is classed as late and will miss valuable learning opportunities which take place immediately after registration, such as phonics.

What does the Government say about school attendance?

At KS2, pupils who attended school nearly every day in Year 6 (with an attendance rate of 95-100%) were 1.3 times more likely to achieve the expected standard in reading, writing and maths compared to pupils who only attended 90-95% of the time. **This means missing just 10 days of year 6 reduced the likelihood of reaching the expected standard by around 25%.** Pupils who attended nearly every day were 1.8 times more likely to achieve the standard than persistently absent pupils who only attend 85-90% of the time (relating to 4 -6 weeks more time in school).
DfE report: [Link between attendance and attainment, March 2025](#)

This week in Nursery

Nursery have settled well into their routine, enjoying their long forest school sessions. We enjoy a snack in the morning and afternoon, which we have started to have by the fire. The children have listened well to the different rules in the woods, well done!



This week in Reception

This week we have started our Little Wandle phonics journey. Each week we learn 4 new sounds and then we begin to use the sounds we have learned to blend to read and segment to spell. The children have made an excellent start and we have been so impressed with their listening skills. The children have been practising the sounds they have learnt so far this week, 's, a, t, p' and have been exploring these sounds in our environment during discovery time.



This week in Year 1

In Art this week, Year 1 have been exploring patterns and mark-making in a very exciting way. The children began with a swirling line that started at a centre point and gradually spiralled outward across the page. Inside each section created by the spiral, they filled the space with a different pattern using only black pen.

This activity helped the children to:

- Experiment with line, shape, and texture in a creative way.
- Develop fine motor control and careful mark-making skills.
- Use imagination to invent as many different patterns as possible.
- Gain confidence working in monochrome without relying on colour.

The results were fantastic – each artwork became a unique collection of swirls filled with zigzags, dots, waves, stripes, and many other inventive designs.

We are so proud of the children's hard work.



Miss Storey and Mrs Kenyon

This week in Year 2

Year 2 have continued their learning about the Great Fire of London. This week they have been writing creative poems about the fire. As part of their English lesson, they ventured into the forest to have a real fire. Whilst around the fire pit, they worked together to create two poems using similes. One about a cosy fire and the other about a scary fire. We used ambitious descriptions, using the real fire in front of us for inspiration.



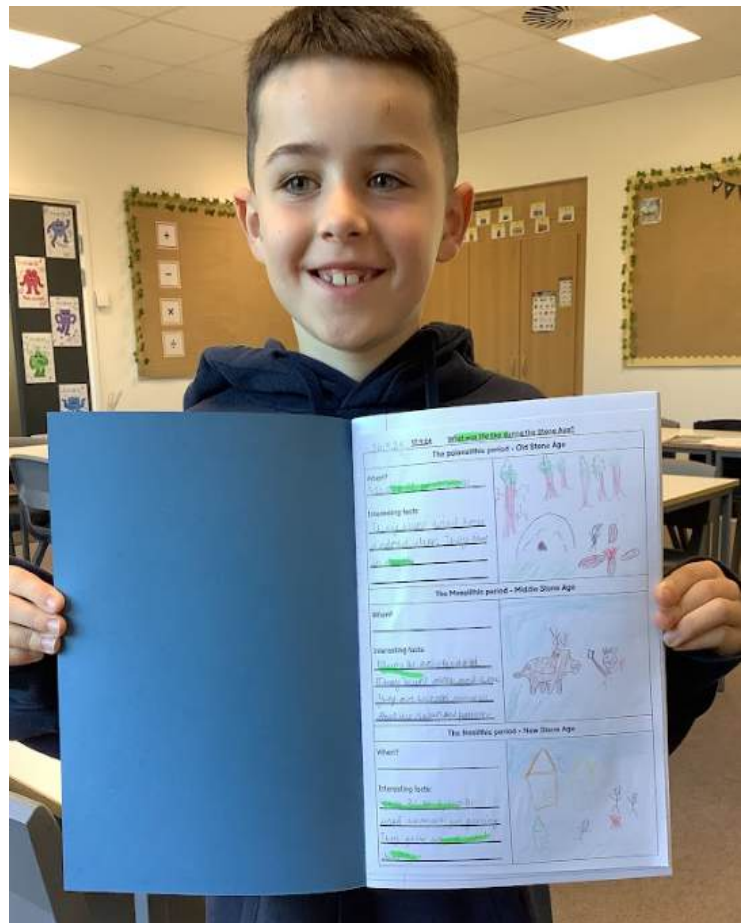
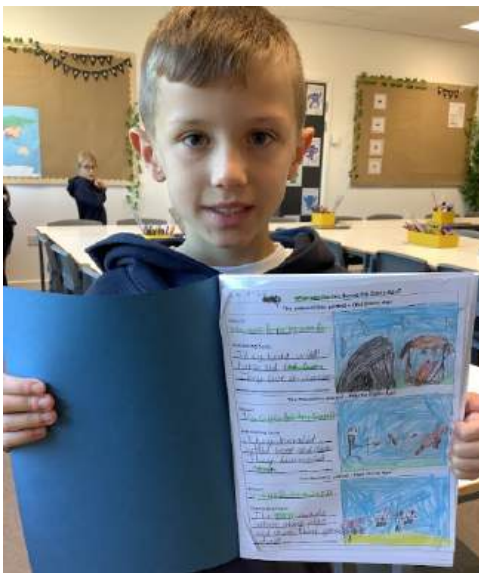
This week in Year 3

This week in History, Year 3 has been diving into the fascinating world of the Stone Age! We explored how this time period is divided into three stages: the Old Stone Age (Palaeolithic), the Middle Stone Age (Mesolithic), and the New Stone Age (Neolithic).

The children were amazed to learn how early humans lived in caves, hunted for food, and made simple tools using animal bones, stone, and wood. We discussed how life changed as people began to settle in small communities, farm their own food, and develop more advanced tools and homes. Marking the shift from a nomadic lifestyle to more permanent settlements.

A highlight of the week was watching a video about Stone Age life and how this incredible era helped shape the history of Britain. The children were full of questions and enthusiasm, and it's been wonderful to see their curiosity come alive!

We're looking forward to building on this knowledge as we continue our journey through history.



This week in Year 4

In science this week, we investigated which materials were electrical conductors and which were electrical insulators. We made some predictions before we built our simple circuits, and then filled in our results tables with our findings. To deepen our understanding, we discussed how insulating materials help to keep us safe when using items containing live electrical components.



Item	Material	Prediction	Result
	Metal		
	Wood		
	Paper		
	Plastic		
	Fabric		

Miss Davis and Mrs Bell

This week in Year 5

READ ALL ABOUT IT!

This week, Year 5 launched into a brand-new way of thinking about reading.

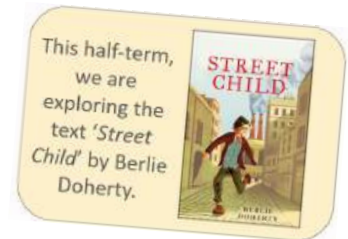
Each week, we'll be exploring different skills that help us become sharp, savvy readers.

Our first mission was *skimming* and *scanning*—clever techniques that make longer texts far less daunting. Skimming is all about zooming over the page to catch the big idea, while scanning is like going on a treasure hunt for those all-important key words to help make sense of the text.

The children had great fun practising these skills and were amazed at how much they could understand without reading every single word (parents, don't worry—they still *will* read their books properly at home!).

Once they'd mastered the basics, they put their new talents to work in small groups, hunting down key ideas and pulling together quick-fire summaries like pros.

All in a day's work for Year 5 detectives!



The Geography of the UK and Newcastle

Introduction
The United Kingdom (UK) is made up of four countries: England, Scotland, Wales, and Northern Ireland. Each part of the UK has its own landscapes, weather patterns, and important cities. One of the most famous cities in the north-east of England is Newcastle upon Tyne, usually just called Newcastle.

Location of the UK
The UK is an island nation in north-west Europe. It is surrounded by water: the North Sea to the east, the Atlantic Ocean to the west, the English Channel to the south, and the Irish Sea between England and Ireland. Its position means that the climate is often mild but also very changeable, with wet and windy weather quite common.

Physical Geography
The UK has a wide variety of physical features.

- In Scotland, there are tall mountains such as Ben Nevis.
- Wales is home to Snowdonia National Park.
- England has rolling hills in the south and flat farmland in the east.
- Northern Ireland is famous for the Giant's Causeway, a coastal rock formation.

Rivers also play an important role in the landscape. The River Thames flows through London, while the River Tyne flows through Newcastle.

What do you notice about the structure of the report?

Find and copy the name of the river that flows through Newcastle.

What are the four countries that make up the United Kingdom?

Genre: Non-Chronological Reports

Skills we'll learn

- Retrieve, record and present information from non-fiction
- Identify how organisational and presentational devices contribute to meaning

Newcastle's Location
Newcastle is in the north-east of England, on the north bank of the River Tyne. It is around 100 miles south of the border with Scotland and about 280 miles north of London. Its position near the coast means that it has a history of shipbuilding and trade.

Human Geography of Newcastle
Newcastle is known for its industry, especially coal mining in the past. Today, the city is famous for its universities, shopping, and football club. The people of Newcastle are often called 'Geordies' and are known for their strong local identity. The city has several well-known landmarks:

- The Tyne Bridge - linking Newcastle with Gateshead.
- St James' Park - the football stadium where Newcastle United play.
- The Millennium Bridge - a modern bridge that tilts to let ships pass.

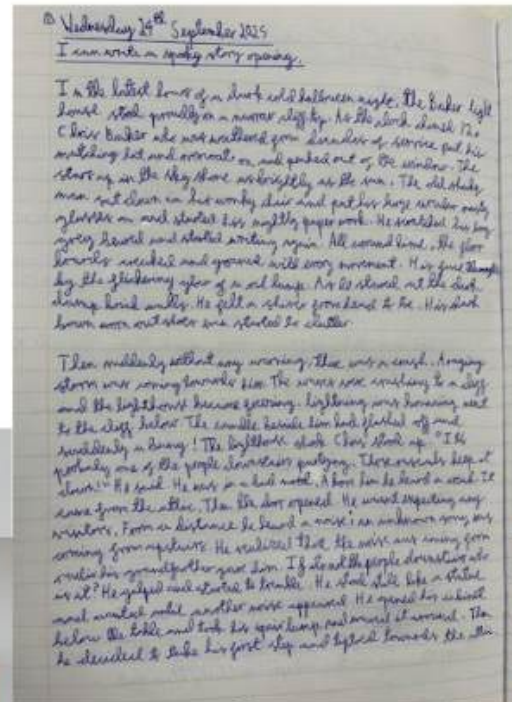
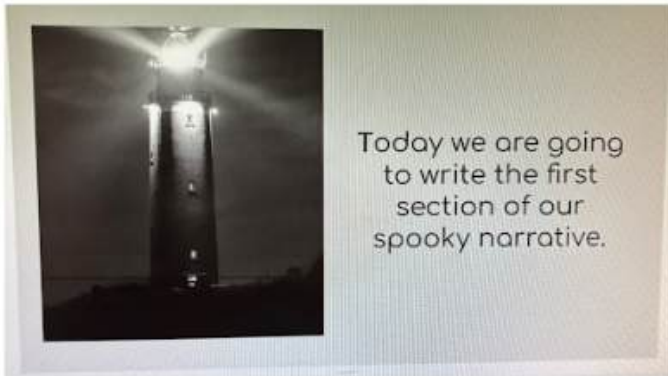
Weather and Climate
Like much of the UK, Newcastle has a temperate climate. This means it does not get extremely hot or cold, but there is regular rainfall. Winters can be chilly with frosts, and summers are mild, often around 18-20°C.

Transport and Connections
Newcastle is well connected to the rest of the UK. The East Coast Main Line railway links it directly with London, Edinburgh, and other major cities. Newcastle International Airport provides flights to destinations across Europe. Roads such as the A1 also connect the city to Scotland and the south of England.

Conclusion
The geography of the UK is rich and varied, with different regions offering unique features. Newcastle is an excellent example of how a city's location and natural features shape its history, economy, and identity.

This week in Year 6

It has been another busy week in Year 6. We have written some truly impressive suspense stories, got to grips with decimals and factors in maths and continued our exploration of electrical circuits in science. Year 6 has also continued to impress our specialist music teacher, Mrs Wigham, this week. The children showed great skill and competence during their music lessons when they learned to improvise a simple melody above triad chords of C and G.



PIC•COLLAGE

Dates for your diary in 2025



Tue 30th September 2025	Year 6 - Victoria Tunnels Trip - Packed lunches needed
Mon 29th Sept - Weds 1st Oct 2025	Year 6 Prospective Parent's Open Mornings
Thur 2nd October 2025	Year 6 - Prospective Parents Evening at Ponteland High School 5.30pm to 7.30pm
Tue 14th October 2025	Flu Immunisations Day
Weds 15th October 2025	Harvest Festival
Wc 20th October 2025	Captain Chemistry
Wc 27th October 2025	October Half Term
Mon 3 November 2025	Teacher Training Day
Tue 4th November 2025	School resumes
Wed 26th November 2025	Individual Photo Day
Fri 19th December 2025	School breaks up for Christmas break - School finishes at 1.30pm
Mon 5th January 2026	School Resumes

Opal Needs You!

The children thoroughly enjoy exploring the different zones of OPAL and it has really enhanced our playtime experience. If you are having a clear out, we would love to take some of your old equipment off your hands. If you have any of the following items, please bring them to the school office after the Christmas break:

- Wellies
 - Waterproofs
 - Barbies/dolls
 - Toy trucks/cars
- Shop items: till, fruit and veg baskets etc
 - Metal pots and pans
 - Children's Gardening Tools
 - Dressing up items

After School Club Needs You!

We would love to take any of these off you:

- Loom Bands
- Complete Jigsaws
- Chess Sets
- Dolls House Furniture
- Beads
- Lego & Duplo
- Knex

Is your child struggling with sleep?



*For children and young people aged between 4-25 years

- Understanding sleep cycles
- Causes of sleep issues
- The importance of sleep
- What you can do to support your child to sleep better

Virtual Sleep Workshop

Delivered **virtually** over one session.

BOOK NOW >>

Thursday 11th September 12:30-2:30pm

Wednesday 15th October 10:30-12:30pm

Visit our website

http://



nland.cc/familyhubs



Can you help our PTA?

PONTELAND PRIMARY SCHOOL PTA



Ways you can help...

EMPLOYER

Are you employed by one of the biggest employers in the North East who offer Grant Match Fundraising? Could they help you help your School? Or will they allow you paid time away from work to help with fundraising events? Chat to your HR department today to see if there's a way to help!



ACCENTURE
PROCTOR & GAMBLE
NISSAN
SAGE
GREGGS
BARBOUR
DELOITTE
VIRGIN MONEY
BELLWAY
NORTHERN POWERGRID
VERTU
...AND MANY MORE



TIME

Do you have time available to help plan, organise, set up, clean up and be a volunteer at our many fundraising events throughout the year? We appreciate any available time, even if just for one event. Please contact us on pontelandpta@gmail.com

MONEY

We understand that time is not something everyone has to offer and we are often asked about the ability to make regular or one off cash donations to the PTA as an alternative. Should you wish to do so please reference 'Donation' along with your name to the Ponteland Primary PTA account:
Acc no: 20669059
S.C: 20-59-61



SKILLS

Do you have a skillset that could help the School PTA? Marketing, PR, Graphic design, finance, events planning, social media and so many more skills are valuable to us. This may be offered as your time or as feedback to what you see and experience from the PTA.

"WHEN PARENTS ARE ENGAGED AND TAKE PART IN SCHOOL AFFAIRS, IT CREATES A POSITIVE AND SUPPORTIVE ENVIRONMENT FOR STUDENTS"

Pontelandpta@gmail.com



Ponteland Primary School is committed to keeping all children safe. Our staff regularly participate in safeguarding training and are fully aware of how to keep our pupils safe and what signs to look out for. Our pupils know they can share any concerns and we have robust policies and procedures in place which underpin safeguarding. It is our paramount priority to keep all children healthy and safe.

Our Designated Safeguarding Leads are:



Mrs Johnson (Head Teacher)
Lead DSL



Mrs Wright (Family & Behaviour
Support Adviser) Deputy DSL



Miss Dinning (Deputy Head Teacher)
Deputy DSL

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- 1 Visit www.easyfundraising.org.uk
- 2 Sign up and search for Ponteland Primary School PTA
- 3 Your favourite brands donate between 0.5-15% to us whenever you shop with them, with no charge to you

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PRE-LOVED SCHOOL UNIFORM



Do you have school uniform in good condition that your child no longer wears but could be worn by someone else in the school community?

Please donate your pre-loved, wearable uniform via the donation basket in reception.

Looking for uniform?

All items washed and ready to wear. Please contact pontprimaryuniform@gmail.com to let us know what you're looking for, including sizes!

Voluntary contributions to the PTA welcomed.

Money box at reception or bank transfer:

Ponteland Primary School Parent Teacher Association

**20-59-61
20669059**



