

# Friday Flyer

Friday 12th June 2026

## Headteacher Update

You may recall that some time ago Bellway Homes North East launched a competition to name the shelter they kindly provided for us in the woods for use during our forest school sessions. The winner of the competition has been kept top secret until Bellway were available to present the plaque but this morning they came to our assembly to announce that the winner is...Eden in Y5 with her gorgeous suggestion of 'The Nature Nook'! The Nature Nook has been hugely appreciated by all and has enhanced our forest sessions this year as sadly the British weather can rarely be relied upon!



Our Friday assembly hosted our visitor from Bellway but our start of the week assemblies had an even more special presenter. Lyra from Reception came with Mrs Blyth to talk to the children about Cystic Fibrosis and raise awareness for the condition she and her sister live with. The children asked some excellent questions and left the assembly with a good understanding of what we need to do as a school community to protect Lyra from harm, namely ensuring that there is no stagnant water on site which would be dangerous for anyone with CF. Thank you to everyone for wearing a yellow accessory to raise awareness for Cystic Fibrosis and for purchasing a cake at our bake sale after school. If you would like to make a donation to the Cystic Fibrosis Trust via our fundraising page, please click [here](#).

Best wishes

Claire Johnson

## Safeguarding & wellbeing

Research shows that there is a 38% increase in domestic abuse reports when the England Football Team loses, and a 26% increase in reports when England win or draw. Domestic abuse support agencies agree that football does not cause domestic abuse, abuse is the choice of the perpetrator. All staff in school have had training around supporting families who experience domestic abuse; please approach anyone in school who you trust if you would like support or signposting to support. Whether you are the victim or if you are concerned you may be perpetrating domestic abuse, we would like to help.

# Domestic abuse is everyone's business

You are not alone



## Northumberland Integrated Domestic Abuse Support Service

- DASSN for adults (Harbour) – 01670 820199
- Children & Young People Counselling & Outreach (Acorns) - 0191 3498366
- Changing Behaviour (Harbour) - 03000 202525
- DA in Rural Areas (NDAS) – 01434 60 80 30
- DA Counselling (Cygnus Support) – 01670 853977

Visit: [nland.uk/DomesticAbuse](http://nland.uk/DomesticAbuse)



At primary school, children who attend nearly every day in Year 6 (95–100% attendance) have 30% higher odds of reaching the expected standard in reading, writing and maths compared to similar pupils who attend 90–95% of the time. Please work with us to help your child's attendance stay above 95% throughout their time in primary school.

### Attendance for this week is summarised below

Nursery (Acorn)	96.1%	Year 3 (Pine)	97.0%
Reception (Chestnut)	95.3%	Year 4 (Alder)	92.3%
Reception (Pinecone)	90.7%	Year 4 ( Yew)	96.0%
Year 1 (Holly)	91.3%	Year 5 (Oak)	93.5%
Year 1 (Ash)	98.7%	Year 5 (Beech)	94.5%
Year 2 (Sycamore)	91.0%	Year 6 (Elm)	93.5%
Year 2 (Willow)	94.2%	Year 6 (Birch)	92.8%
Year 3 (Maple )	92.0%	Whole school Cumulative from Sept	95.5%

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.

## This week in Nursery

Nursery have enjoyed their core text 10 Things I can do to help my world. After identifying the recycling symbol and sorting out the rubbish in nursery we headed to the woods and field to pick up any litter. We also used some of 'junk' to make robots and other toys, just like in our book!



## This week in Reception

Our Dino theme has continued this week and we have loved looking at non-fiction books and on the internet to research more about our prehistoric pals. The highlight of our week was undoubtedly our trip to The Great North Museum yesterday. We undertook the dinky dinos workshop where we acted as palaeontologists digging for and organising fossils. We learned so much and we even found coprolite (fossilised dinosaur poo)! 🦷



Mrs Blyth and Mrs Adamson

## This week in Year 1

Year 1 have had such a busy and important week this week completing their Phonics Screening Assessments and from the whole Year 1 team we wanted to extend a huge well done and thank you to all of the children and parents for their amazing collaborative support in the run up to this. We have been so impressed with how hard they have all worked to showcase their incredible phonics skills learned in Year 1 - they truly are a remarkable cohort!

In English we have finalised our work around the core text, Lost and Found, and the children have written short narratives and put on incredible whole class performances to detail what happened in the story. In Maths we have been working on partitioning larger numbers into tens and ones and really reinforcing the concrete representations of those numbers using base 10 dienes and ones. In Music we are continuing to build upon the classical piece of music we study in this term, Carnival of the Animals. Each music lesson we listen to a different segment of this music piece and discuss the instruments used, tone and rhythm chosen by the orchestra to represent different animals. In RE we have been discussing the natural world around us and the Christian belief that God created this, as per the Creation story, and discussing which part of the natural world is our favourite. In Computing we have been working on our programming input and output skills based on our Beebots work. The children have been acting as Beebots producing the output whilst their team have been the programmers giving them input instructions to move forward and backwards, and turning left and right to get to a desired location.



Miss Storey, Mrs Kenyon and Mrs Tailford

## This week in Year 2

### Growing Green Fingers in Year 2!

It has been a wonderfully hands-on couple of weeks as Year 2 dives into learning all about plants! Last week, the children rolled up their sleeves and planted their very own marigold and sunflower seeds. This week has been all about careful observation, and the classroom is buzzing with excitement. We were thrilled to spot the very first tiny green shoots pushing through the soil! Our young scientists have been fantastic detectives, already noticing differences in height and color between the sprouts. We've even spied some old seed cases still clinging to the new leaves, sparking great chats about the plant life cycle. Be sure to ask your little ones for a progress report, they are officially our resident gardening experts!

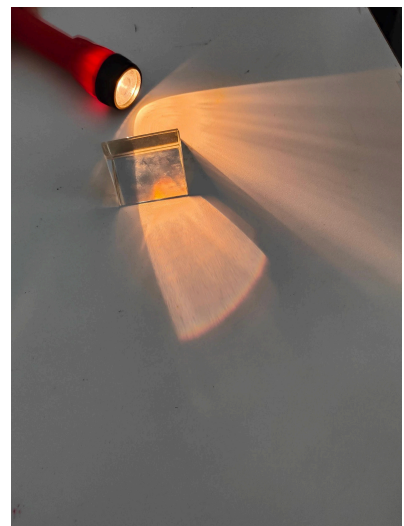
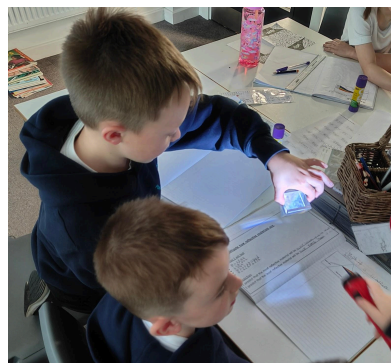
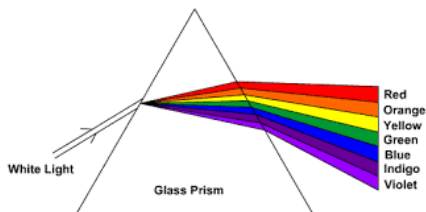


Mrs Nowosielska and Mr Massey

## This week in Year 3

A fantastic week to spike our curiosity this week with Science! Where do rainbows come from? They are always so spectacular so it must be a thing of magic...

This week however we learned about the real reason behind them - refraction. We applied our current knowledge about light to investigate what happens when light moves through an object like a prism. As we shone the light in different angles, directions and from different distances the effect was different each time. However, at some points we were starting to notice the faint outlines of what looked like a rainbow. We learned that what is happening in this situation is that the speed of light changes as it moves through the prism, causing the white light we see to bend and split into the 7 colours of the light spectrum!

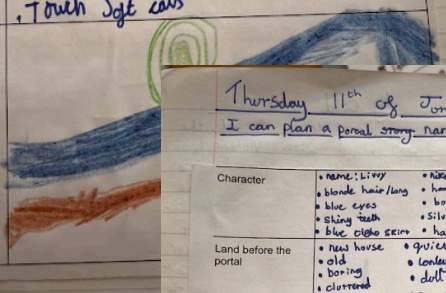


Miss Mears and Mr Shaw

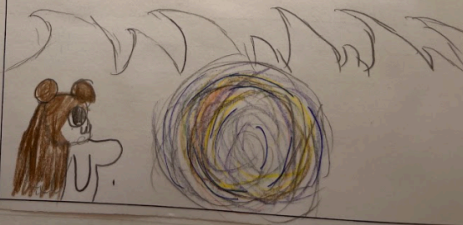
## This week in Year 4

In English this week, we have been exploring portal narratives, including *Coraline*, *Alice in Wonderland* and *The Chronicles of Narnia*. We learned that portal stories often follow a similar structure: a character discovers a portal, travels through it and arrives in a new and exciting world that is very different from their original setting. To prepare for writing our own portal narratives, we gathered ambitious vocabulary and began planning our stories by considering the appearance and characteristics of our main character, the portal they will discover, and the imaginative world they will enter.

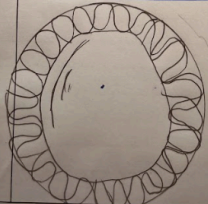
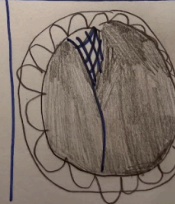
Thursday 11th June 2026  
I can plan a portal narrative scene

Character	<ul style="list-style-type: none"> <li>Boy</li> <li>Blue eyes</li> <li>Short white hair</li> <li>Green forest</li> <li>Cluttered</li> <li>Damp</li> <li>Dull</li> <li>Messy</li> </ul>	<ul style="list-style-type: none"> <li>Small, stubby nose</li> <li>Name is Josh</li> <li>Small ears</li> <li>Freckles</li> <li>Mossy</li> <li>Slimy</li> <li>Creaky</li> <li>Brown</li> </ul>
Land before the portal	<ul style="list-style-type: none"> <li>They are riding on their bike and they rode over a tree root and fell off into the portal which is a M. Bly, Damp Leaf</li> </ul>	
How did they discover the portal?	<ul style="list-style-type: none"> <li>Winking in the light</li> <li>As green as an emerald</li> <li>Damp</li> <li>As shiny as silver</li> </ul>	
What does the portal look like?	<ul style="list-style-type: none"> <li>It's like you touch the blue blob turns into a hole</li> <li>See a never ending slide</li> </ul>	
What will happen when they step through the portal?	<ul style="list-style-type: none"> <li>Taste chocolate chip cookies</li> <li>Smell creamy chocolate</li> <li>Heard bells hear bells</li> <li>Touch soft cats</li> </ul>	
What the portal looks like		

Thursday 11th June 2026  
I can plan a portal narrative scene

Character	<ul style="list-style-type: none"> <li>Elizabeth Locket: diamond blue eyes</li> <li>brody stepson: emerald eyes</li> <li>Ethan Locket: blonde hair</li> </ul>	<ul style="list-style-type: none"> <li>other black hair boy</li> </ul>
Land before the portal	<ul style="list-style-type: none"> <li>Beach: grey, dreary, stormy, wind swept, cluttered, damp, wet, miserable, slimy seaweed, squelchy sand, mossy beach, rocks, unpleasant</li> </ul>	
How did they discover the portal?	<ul style="list-style-type: none"> <li>They were walking down the beach and found a faint glow in the ocean. Elizabeth walks into it and Ethan and Brody follow her</li> </ul>	
What does the portal look like?	<ul style="list-style-type: none"> <li>a swirling faint glow in the ocean, glittery, shiny, mesmerizing, beautiful, like a whirlpool of gold and silver, clear, transparent glowing</li> </ul>	
What will happen when they step through the portal?	<ul style="list-style-type: none"> <li>They will fall down and down, until they have a soft land onto bright, pink sand could smell cinnamon, sweet hear birds chirping softly</li> </ul>	
What the portal looks like		

Thursday 11th of June 2026  
I can plan a portal story narrative scene

Character	<ul style="list-style-type: none"> <li>name: Lily</li> <li>blonde hair/long</li> <li>blue eyes</li> <li>slim teeth</li> <li>blue tight skirt</li> </ul>	<ul style="list-style-type: none"> <li>pink shoes</li> <li>hump earrings</li> <li>botrytic oop</li> <li>silver lockwo necklace</li> <li>hair in a big high pony</li> </ul>	<ul style="list-style-type: none"> <li>girl</li> <li>long dark eyelashes</li> <li>freckles</li> <li>tie lead hand</li> <li>white socks</li> <li>medium height</li> </ul>
Land before the portal	<ul style="list-style-type: none"> <li>new house</li> <li>old</li> <li>boring</li> <li>cluttered</li> <li>dirty</li> <li>damp</li> </ul>	<ul style="list-style-type: none"> <li>quice</li> <li>lonley</li> <li>dull</li> <li>scruffy</li> <li>driety</li> </ul>	<ul style="list-style-type: none"> <li>grey</li> <li>depressing</li> <li>rotten</li> <li>overgrown</li> <li>peeling</li> </ul>
How did they discover the portal?	<ul style="list-style-type: none"> <li>Looks in the mirror and she gets sucked in! Is lead there by a mysterious voice and leans towards the mirror and it sucks her in!</li> </ul>		
What does the portal look like?	<ul style="list-style-type: none"> <li>old</li> <li>dusty</li> <li>circular</li> <li>gold field</li> <li>dirty</li> </ul>	<ul style="list-style-type: none"> <li>now</li> <li>cabriels</li> <li>steamed</li> <li>old rusted patterns</li> </ul>	<ul style="list-style-type: none"> <li>when you get sucked in and see the over side</li> <li>shining gold</li> <li>clean</li> <li>pretty</li> <li>new</li> </ul>
What will happen when they step through the portal?	<ul style="list-style-type: none"> <li>amazing</li> <li>smell: sweets</li> <li>pastory</li> <li>strawberry, raspberry, blueberries &amp; lemon</li> </ul>	<ul style="list-style-type: none"> <li>see: colourful canal</li> <li>never ending slide</li> <li>swirling patterns</li> </ul>	<ul style="list-style-type: none"> <li>touch: warm soft slippery slide</li> <li>hear: tinkling bells little laughs water falls</li> </ul>
What the portal looks like			

## This Week in Year 5

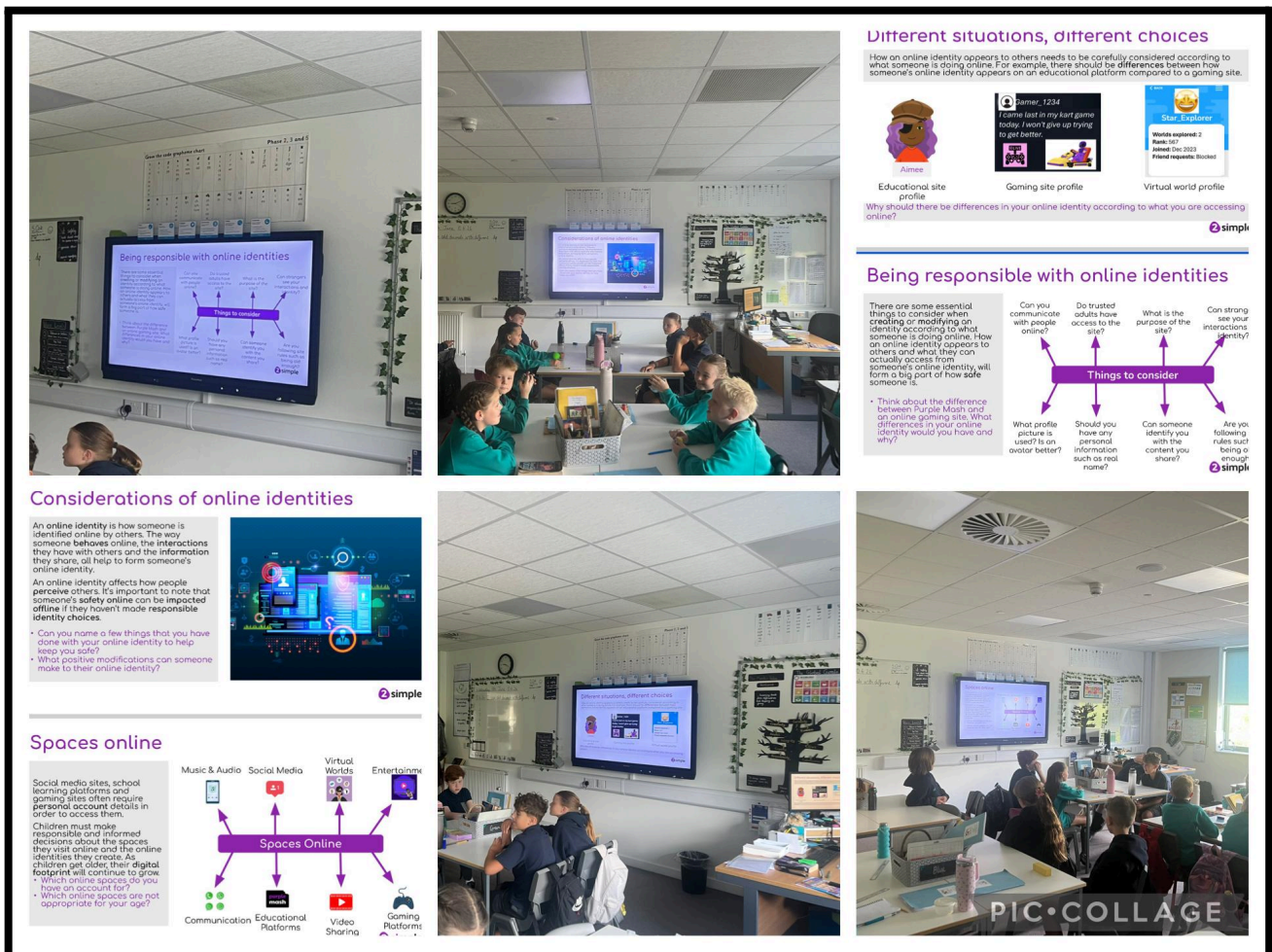
### Ctrl, Alt, Delete the Danger!

This term, Year 5 began a series of class assemblies focusing on online safety. Together, we explored the importance of keeping ourselves safe online and discussed how the digital world can present many of the same risks as the real world.

The children thought carefully about the idea that, although we may feel safe sitting at home behind a screen or keyboard, it is still important to make sensible choices and stay alert. We talked about how our actions online can have real-life consequences and why it is important to treat others with kindness and respect in the digital world.

Our main focus has been online identity and understanding how to protect our personal information, manage our online behaviour, and make safe decisions when using technology. The children shared some thoughtful ideas and showed a mature understanding of the responsibilities that come with being online.

As technology continues to play a big part in our daily lives, we hope these discussions will help our pupils become confident, responsible, and safe digital citizens.



**Being responsible with online identities**

Things to consider:

- Can you communicate with people online?
- Do trusted adults have access to the site?
- What is the purpose of the site?
- Can strangers see your interactions/identity?
- Are you following rules strict enough?
- Can someone have any personal information such as real name?
- Should you have any personal information such as real name?
- Can you name a few things that you have done with your online identity to help keep you safe?
- What positive modifications can someone make to their online identity?

**Considerations of online identities**

An online identity is how someone is identified online by others. The way someone behaves online, the interactions they have with others and the information they share, all help to form someone's online identity.

An online identity affects how people perceive others. It's important to note that someone's safety online can be impacted offline if they haven't made responsible identity choices.

- Can you name a few things that you have done with your online identity to help keep you safe?
- What positive modifications can someone make to their online identity?

**Spaces online**

Social media sites, school learning platforms and gaming sites often require personal account details in order to access them. Children must make responsible and informed decisions about the spaces they visit online and the online identities they create. As children get older their digital footprint will continue to grow.

Which online spaces do you have an account for?

- Which online spaces are not appropriate for your age?

Music & Audio, Social Media, Virtual Worlds, Entertainment, Communication, Educational Platforms, Video Sharing, Gaming Platforms

**Different situations, different choices**

How an online identity appears to others needs to be carefully considered according to what someone is doing online. For example, there should be differences between how someone's online identity appears on an educational platform compared to a gaming site.

Examples of profiles:

- Educational site profile:** Aimee
- Gaming site profile:** James, 1234. I'm not in my kart game today, I won't give up trying to get better.
- Virtual world profile:** World's greatest 2. Rank: 167. Joined: 06/2020. Friend requests: Blocked.

Why should there be differences in your online identity according to what you are accessing online?

**Being responsible with online identities**

There are some essential things to consider when creating or modifying an identity according to what someone is doing online. How an online identity appears to others and what they can actually access from someone's online identity will form a big part of how safe someone is.

Think about the difference between Purple Mash and an online gaming site. What differences in your online identity would you have and why?

Can you communicate with people online? Do trusted adults have access to the site? What is the purpose of the site? Can strangers see your interactions/identity? Are you following rules strict enough? Can someone have any personal information such as real name? Should you have any personal information such as real name? Can you name a few things that you have done with your online identity to help keep you safe? What positive modifications can someone make to their online identity?

## This week in Year 6

This week, Year 6 enjoyed a fantastic visit from Guy at *La Petite Crêperie*. He helped us brush up on our conversational French before treating everyone to a delicious, made-to-order crêpe. Impressively, every single student managed to place their order entirely in French! It was the perfect practice for those of us counting down the days until our upcoming residential trip to London and France. *Bon appétit!*



Miss Allan and Mr Orme

## Dates for your diary in 2026



Mon 22nd June 2026	Year 2 Trip - Packed lunch needed
Wed 24th June 2026	Sports Day - Yr1-Yr3 9.15am Yr4-Yr6 1.45pm
Wed 1st July 2026	PTA Joke Competition. £1 entry. Write out your funniest joke and submit to win a prize!
Thur 2nd July 2026	Yr4 Assembly - Introduction to Yr5 9.10am
Fri 3rd July 2026	Yr5 Assembly - Introduction to Yr6 9.10am
Fri 3rd July 2026	PTA Summer Fair. Starts 3.10pm until 5pm.
Mon 6th July 2026	Yr1 Assembly - Introduction to Yr2 9.10am
Tue 7th July 2026	Yr3 Assembly - Introduction to Yr4 9.10am
Tue 7th July 2026	Yr1 Trip - Packed lunch needed
Weds 8th July 2026	Yr2 Assembly - Introduction to Yr3 9.10am
Fri 10th July 2026	Reception Assembly - Introduction to Yr1 9.10am
Weds 15th July 2026	Year 6 Leavers Assembly 2pm
Fri 17th July 2026	Last day of school - 1.30pm finish
Tue 1st Sept 2026	Teacher Training Day
Wed 2nd Sept 2026	School Resumes
Fri 23rd October 2026	Teacher Training Day
Wc 26th Oct 2026	Half Term

## 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**



## Can you help the Friends of Ponteland Primary School?

# 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](mailto: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](mailto: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

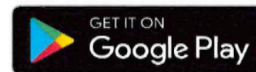
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You shop, brands donate to us. It won't cost you any extra!



 easyfundraising

Help us make a difference when you shop.  
Visit [www.easyfundraising.org.uk](http://www.easyfundraising.org.uk)



- 1 Visit [www.easyfundraising.org.uk](http://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

Shop with 7,500+ brands including:

Booking.com

ebay

M&S

GROUPON

Argos

TUI

JOHN  
LEWIS



Viking

ASOS



Uber Eats



# 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](mailto: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**



