



Sandfield Close Primary School



Spring 2 2026 Newsletter

Headteacher's Message

Dear Parents and Carers

It has been wonderful to enjoy some sunshine recently, and we are delighted to see the daffodils blooming around the school.

Thank you all for your continued support in adhering to the timed road closure on Sandfield Close. The road is partially closed between 8:15am – 8:45am and 2:45pm – 3:15pm. This helps to ensure safe and easy access to the main school car park for those who need it and creates a safer environment for everyone in our school community.

Our Year 6 pupils have been working hard in these final weeks leading up to their SATs in May. We encourage them to continue to do some revision over the Easter break—little and often is the best approach. We want to ensure they remain focused and undistracted during this important time.

We will be saying a fond farewell to Elaine Thompson, who is retiring at the end of this term after nearly 40 years of dedicated service as our site manager. Her commitment to Sandfield Close Primary School has been truly remarkable, and she will be greatly missed.

Wishing you all a restful and enjoyable Easter break.

*Kind regards
Mrs S Lad*

Red Nose Day 2026



*Thank you for
kind your
donations. We
raised £73.00.*



Important Dates

- Monday 30th March – Friday 10th April -Easter Holidays
- 17th April -Vaisakhi Dress up day
- 24th April - Year 1 Sharing Learning Afternoon
- 4th May – May Day
- 6th May - Year 4 Sharing Learning Afternoon
- 8th May – Year 3 Class Assembly
- 11th – 14th May – Year 6 SATs Week
- 15th May – Year 2 Class Assembly and Culture Day
- 20th May – Year 5 Beacon Sharing Learning Afternoon
- 22nd May -Year 2 and DSP Botanic Garden Visit
- 25th – 29th May – Half Term
- 1st June – Year 4 MTC
- 8th June – Year 1 Phonics Screen Check
- 12th June – Year 5 Cossington Sharing Learning Afternoon
- 17th June - Reception/KS1 Sports Day -pm
- 18th June - KS2 Sports Day -pm

Attendance

Well done to Year 6 for the best attendance this whole Spring term.

Sunshine Room	93.9 %
Reception Bradgate	89.4 %
Year 1 Abbey	94.0 %
Year 2 Watermead	95.8 %
Year 3 Appleton	94.0%
Year 4 Victoria	96.2 %
Year 5 Beacon	93.4%
Year 5 Cossington	96.0 %
Year 6 Swithland	96.7 %

Green	Amber	Red
Attendance is 95% and above	Attendance is 91%-94%	Attendance is 90% and below

Home School Partnership

We want to remind you that we are always here to listen and support you if you have any concerns about your child's learning or pastoral care.

The best first point of contact is your child's class teacher, as they spend the most time with your child during the school day and are well placed to help. Please note that the end of the school day may not always be the most suitable time for a detailed conversation, so we encourage you to arrange a meeting in advance if needed.

Should you require further advice or support, you are welcome to make an appointment with the phase leader or the SENDCo, who will be happy to assist you.



Smart Kids Money

In memory of Neeru Patel, Pratik Patel and the children have continued working on a project she started, to raise children's awareness of basic financial life skills such as saving, spending, earning, and making thoughtful money choices. Watch these short educational videos with your child to help them understand money in a simple and positive way.

Smart Kids Money", (<https://www.youtube.com/@smarkidsmoney>)



School Uniform

At Sandfield Close Primary School, we take pride in the smart appearance of our pupils. Our uniform supports a strong sense of identity, belonging and community, and helps pupils feel ready to learn each day.

Pupils are expected to wear the correct uniform each day unless a non-uniform day has been agreed.

All items of clothing should be clearly labelled with the child's full name so if it is misplaced, we can quickly return it to the owner.



Item	Requirement
Top	White polo shirt or white blouse/shirt. Red round-neck sweatshirt with logo, or red cardigan with logo. Logo is optional.
Bottoms	Plain grey trousers, skirt or pinafore. Grey shorts are permitted in warm weather.
Dress (summer)	Red and white checked dress.
Footwear	Plain black shoes. Shoes should be practical and suitable for school.
Socks/tights	White socks or grey/black tights.

If your child is not wearing the correct uniform we will send a letter home to remind you. If you are having financial difficulty with purchasing school uniform, please come and speak to us.

School News

Inspire Together Multi-Skills Event

Some of the Year 3 and 4 pupils were selected to take part at the Inspire Together Multi-Skills Festival at Avanti Fields. They threw themselves into a wide range of activities, including archery, basketball and several fast-paced team games. It was fantastic to see their confidence grow as they tried new challenges and supported one another throughout the day. The children represented the school wonderfully and returned full of excitement and pride.



Book Sale

Thank you to everyone who came to our book sale event on Wednesday. It was great to see so many of you there buying books and showing such enthusiasm for reading. With your help, we raised just under £200 and we will donate this to the Laura Centre, a charity that helps families with loss and bereavement.



School News

World Book Day

We had a fantastic time celebrating World Book Day! It was wonderful to see the children come to school dressed as their favourite book characters. The creativity and effort put into the costumes were truly impressive, adding to the excitement of the day. Thank you to all the parents for supporting this special event—it was a joy to see the children so engaged and enthusiastic about reading.



SEND and Inclusion

As we come to the end of the Spring Term, I wanted to take this opportunity to write my first, SEND newsletter.

My aim is to use this newsletter as a way to keep you informed, share helpful strategies, and celebrate the wonderful progress our children are making. In future editions, please look out for regular **top tips**, useful resources, and information to support you and your child at home.

This term has been a positive and productive one. I have now completed two terms in my new role as SENDCo and it has been a pleasure getting to know the children and seeing the many ways they engage with their learning. Across the school, we have continued to develop inclusive practices, ensuring that all pupils feel supported, valued, and able to succeed.

Spring Term Highlights:

Pupils have engaged well with targeted interventions:

- Year 5 Fresh Start to support reading in Upper Key Stage 2
- Brick by Brick to support Social Communication and build confidence for targeted groups of children across school
- Interactive Play to support pupils focus and attention and ability to play
- Intensive Interaction to support pupils focus and attention
- Attention Autism practices to support engagement for targeted groups of pupils
- Staff have continued to develop their skills through SEND-focused training
 - Teach Teach
 - Attention Autism
 - Colourful Semantics
 - SALT
- Structured learning strategies to support independence in learners with high needs
- Strong partnerships with families and external professionals have supported tailored provision

TOP TIPS: Sensory Processing & Outdoor Learning; as we approach the Easter break, we notice the days are getting longer and so spending time outdoors can be incredibly beneficial for children, particularly those who struggle to focus for short periods or those that struggle to regulate their emotions.

Why outdoor learning helps:

- Natural environments provide a rich range of sensory experiences (sounds, textures, smells, and sights).
- Outdoor play supports regulation by offering space to move, explore, and release energy.
- It can help reduce anxiety and improve mood and focus.
- Engaging with nature supports the development and integration of the senses in a calm and meaningful way.



Simple ideas for the Easter break:

- Go on a nature walk and encourage your child to notice different sounds or textures.
- Create a sensory scavenger hunt (e.g. find something soft, rough, noisy, or colourful).
- Spend time at the park climbing, swinging, or balancing to support movement and coordination.
- Try gardening activities such as planting seeds or digging in soil.
- Explore water play, sand, or mud kitchens for tactile experiences.

These small activities can make a big difference in supporting your child's sensory development and overall wellbeing.

Looking Ahead:

If you have any questions, concerns, or would like to discuss your child's needs, please do not hesitate to get in touch.

Sunshine Room

Welcome to the second half of the Spring term in the Sunshine Room!
This term our learners have been working on their curiosity, personal and social development and challenging themselves within the wider curriculum.



Frogspawn



Minibeasts hunt



Ramadan



PE: Speed and Agility

We are reading the text, *Oscar and the Frog*. Oscar the cat is curious about lifecycles - which animals lay eggs, which do not and where they lay them. To facilitate our learning, we had some special visitors to our classroom – frogspawn! Some children were keen to see them hatch, but we reminded them that we had to be patient when waiting for change during animal lifecycles. We extended our learning in science by going outside, being curious about other creatures and their lifecycles. Children were encouraged to explore under logs and leaves and ask questions about what they found.

We have also been learning about the religion and culture of people in their class and found that there is a variety - Hinduism, Islam, Sikhism and Christianity. To enhance our learning on Ramadan and Eid, the class interviewed a special guest (one of our own members of staff) they explored all the items he talked about including the special prayer beads.

In PE, everyone challenged themselves to be agile on the climbing equipment - climbing, rolling, jumping on the long jump mat and over ropes. What a fantastic half term! Well done everyone.

Mrs Lynch and the Sunshine Room Team 😊

Reception – Bradgate Class

As spring blossoms around us, Bradgate Class has been full of excitement and thrilled by the joys of spring. We have been learning all about the changes in the seasons and noticing how the weather is becoming warmer, flowers are starting to bloom and insects are starting to appear. We have been learning about how spring marks a season of growth and new beginnings. The children went for a wonderful walk around our extensive school grounds to notice the signs of spring. We have also been learning all about the life cycle of a chick. The children have been fascinated by how an egg can hatch and a baby chick emerges.



As part of our healthy eating lessons, we were very fortunate to have a visit from the friendly dental nurses. They talked about the importance of brushing our teeth and being careful with sugary foods. The children quickly learnt the proper techniques to brush their teeth and even had a go at using a huge tooth brush on a giant set of teeth. The dental nurses explained that while sweets and sugary drinks can be enjoyed occasionally, too much sugar can harm your teeth. By the end of the visit, the class were excited to take better care of their smiles and understood how small daily habits can make a big difference to your teeth.



Year 1 – Abbey Class

This term, Year 1 have had a creative Art Day, exploring how primary colours can be mixed to make secondary colours. The children experimented with a range of materials, made predictions and discovered the magic that happens when colours blend. It was a great day full of curiosity, creativity and lots of colourful masterpieces.



Year 1 have also been developing their skills in Gymnastics. The children have been learning how to travel in different ways, hold balances with control and create simple sequences using jumps, rolls and shapes. They've also been practising how to use space safely, work with a partner and refine their movements to show good body tension and coordination.

In History the children learnt about how toys have changed over time. They were able to use some old toys and discuss the materials they were made of and how they were used. They learnt that many toys used to be made of wood and none were made out of plastic. They were surprised to learn that teddy bears used to be filled with straw.



Year 2 – Watermead Class

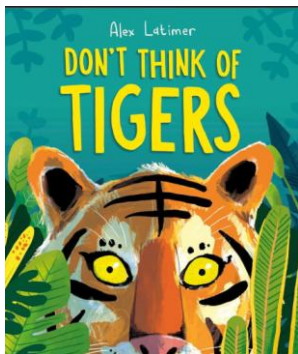
Year 2 Parents' Sharing Learning Event

We had a wonderful time welcoming our Year 2 parents into school for our Sharing Learning session. The children were so excited to show what they've been working on, and it was lovely to see families getting involved in all the activities.

In Science, everyone explored what makes a balanced meal and talked about healthy food choices. Our Geography task, *My Amazing World*, gave children the chance to share what they've learned about different places and environments.



Parents also joined in with some fun maths challenges, working together to solve problems and show off number skills. The children were especially proud to demonstrate their PE activities, explaining how staying active helps keep our bodies healthy. It was a brilliant morning, full of enthusiasm and teamwork, and we're grateful to all the parents who came along to support the children's learning.



Best Books – Class Winner

As part of our Best Books project, the children have been enjoying a wonderful selection of picture books both in school and at home. We are pleased to share that the winning book for the class was '*Don't Think of Tigers*' which proved to be a clear favourite among the children. We hope that both pupils and parents enjoyed taking part in the challenge and spending time reading and discussing such a wide range of engaging stories together.

Year 3 Appleton

In Music, the children have learnt about the music used to celebrate the Chinese New Year festival. They have been practising playing a pentatonic melody on a Glockenspiel. Their next steps will be to accurately notate and play their own pentatonic melody. The children were all keen to demonstrate their work in front of their peers, which shows great confidence.



In Science, the children used dataloggers to check the intensity of the light around our classroom. They worked scientifically by collecting data and interpreting them. They also investigated the shadows created by different materials. They enjoyed casting shadows of opaque, translucent and transparent objects. They did manage to come up with an accurate conclusion as they tested enough examples of each to come up with a pattern.



Year 4 Victoria

In Music, the children have learnt about adapting and transposing motifs. They have been practising playing their motifs on a Glockenspiel. In groups they have combined and performed different combinations of musical motif. They have also learnt about musical notation and used this to write down their group's composition. They have all really enjoyed creating their own musical motif and performing to their peers.



In PE, the children were learning how to do various rolls, travel movements, jumps and cartwheels using the mat and benches. They then created a sequence of elements to include all the movements they have learnt over the past week in groups. They also watched everyone's sequences and gave feedback on what they thought was good in the sequence and what they could do to improve it further. All the children enjoyed demonstrating their sequences to their peers and gave great constructive feedback to each other.



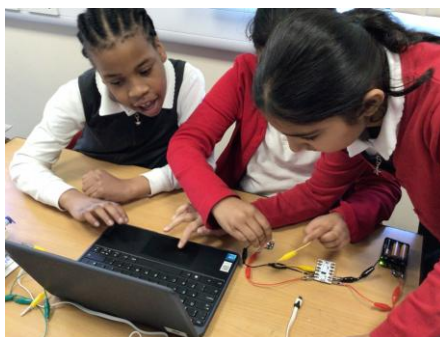
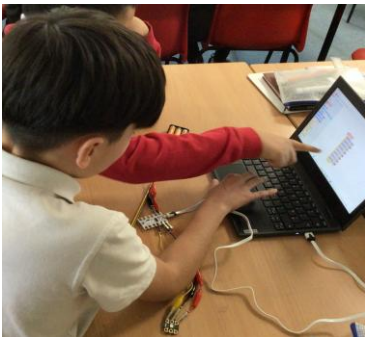
Year 5 Beacon

Year 5 were fortunate enough to be visited by Peter Barratt, the great grandson of Leicester's most famous suffragette, Alice Hawkins! Peter shared family memories of Alice as well as a variety of personal memorabilia of Alice's, such as her Suffragette sash, calling cards she received from other Suffragettes (including Emmeline Pankhurst!) and the hunger strike medal she received for refusing to eat whilst in prison! As Peter says, Alice was a formidable woman!



In Computing this term, Beacon Class have been learning all about how to use Crumble microcontrollers to control outputs and respond to inputs. We learned how to attach sparkles – tiny colour changing LEDs – as well as how to program wheels attached to motors to go forwards and backwards.

In PE, Beacon class have been using the apparatus! The children tested out their climbing and jumping skills on our fantastic metal framed equipment!

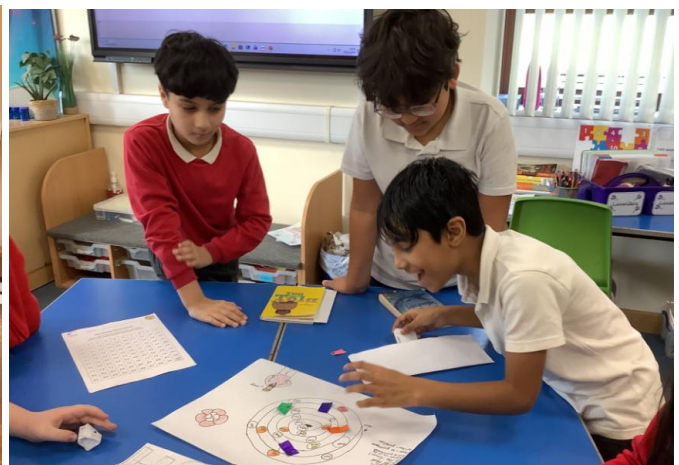


Year 5 Cossington

Cossington Class performed their class assembly this term and it was fantastic! They were incredibly proud of themselves – as they should be!

In Geography this term, we have focused on oceans and why they are so important. We have looked at how humans are having an impact on the oceans, with issues such as littering and overfishing causing coral bleaching, which impacts the species living in the oceans, as well as then having a wider impact on the rest of the world.

Our PSHE lessons this term have looked at being healthy, focusing on areas such as vaping and body image. The class have been so reflective in these lessons and were amazed at just how much social media can have an impact on people's health and influence their perception of body image.



Year 6 – Swithland Class

This term, children have studied the work of artist Ginette Callaway who is known for her use of watercolour and ink. Some of her most popular art work is of architecture that is influenced by her travels and places important to her. Year 6 chose well known Leicester architecture and enjoyed using watercolours to paint their backgrounds before using an ink pen to draw their Leicester landmark on top. The results, particularly the ink drawings, turned out brilliantly!



In Science, children have learnt about Light and Reflection. They posed questions and carried out investigations to explore concepts such as the impact of the position and distance of a light source on shadows, thinking about how light travels and learning about reflected rays. The children enjoyed taking part in the practical work and have become more confident at using scientific vocabulary to describe their findings.

