



Two Rivers Primary School News



Diary Dates:

Monday 4th May

May Day Bank Holiday

Tuesday 5th May – Wednesday 6th May

Blue 1 Year 6 Trip to Laches Wood

Monday 11th May – Tuesday 12th May

Blue 2 Year 6 Trip to Pioneer Centre

Thursday 14th May – Friday 15th May

Blue 3 Trip to Pioneer Centre

Monday 25th May – Friday 29th May

Half Term

Monday 1st June

Return to School

You will receive more information about in school events nearer to the time.

Issue 9 April 2026

Headteacher's message

Dear Families,

What a fantastic month it has been at our school! I am delighted to share that our Bunny Bounce fundraiser was a huge success, raising over £1,000. This is a wonderful achievement and would not have been possible without your generosity, enthusiasm and support. Thank you so much to everyone who contributed and helped make the event such a joyful occasion for the children.

We have also thoroughly enjoyed Science Week. The children were fully engaged as they explored solids, liquids and gases, and it was a pleasure to see their curiosity and excitement for learning. A special thank you to Marie, our science expert, whose visit really brought the children's learning to life and inspired some brilliant scientific thinking.

With the improved weather, the children are spending more time learning and playing outdoors. To help us keep everyone safe and comfortable, please remember to return the sun cream permission letter if you have not already done so, and ensure your child comes to school with a sun hat each day.

Please do take a moment to read the good news from our learners, as the school council have carried out their pupil questionnaire and it has had positive results – we are so pleased that the children identify that they have friends they like to play with at school.

Finally, a reminder that **Monday 4th May is a Bank Holiday**, and therefore school will be closed to all pupils and staff on this day. Thank you, as always, for your continued support. We look forward to another exciting month ahead.

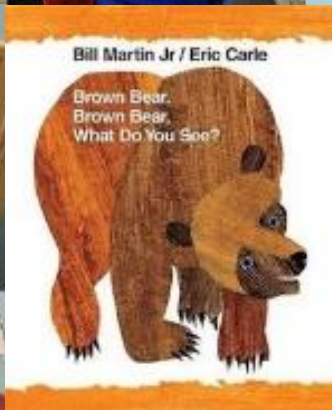
Warm regards,
Mrs Laura Slinn



Early Years



As we start the Summer Term, our EYFS pupils have enjoyed a bright start to our new topic – we will be exploring the story of 'Brown Bear, Brown Bear' by Eric Carle, focusing on different colours and shapes. Over the past few weeks, we have been developing familiarity with the story sequence and colourful characters and have been exploring activities linked to a 'Colour / Character of the Week' each week.





With a scientific focus to Understanding the World, we used some of our favourite sensory equipment to explore colour through light.



We have also started a new sensory food programme, How to Feed a Dragon, designed to provide a safe space and fun, story-based opportunities for the children to experience and explore new foods. These sessions will also be a great chance for some of the children to develop their independence skills, helping to prepare foods and using different tools and equipment to do so.





Red 1 & 3



Since returning from the Easter holidays, we have thoroughly enjoyed launching our exciting new topic, **Pirates**. The children were instantly engaged by our **WOW starter event**, which brought the theme to life. They had great fun walking the plank, digging for hidden treasure in the sand, scrubbing the decks with brooms, decorating their own treasure maps with stickers, and creating pirate telescopes. It was a fantastic way to introduce our new learning.



In **English**, Red 3 have been developing their early writing skills by writing shopping lists for *Mrs Pirate*, thinking carefully about all the items she might need from the shop. The focus has been on correct letter formation, mark making and exploring items from the sensory story. Red 1 have enjoyed a variety of pirate themed sensory stories and making choices.





In **Maths**, Red 1 have explored addition and making groups of 2. Red 3 have been revisiting addition skills using counters and other concrete resources, strengthening their ability to combine groups. They have also been introduced to the concept of **multiplication**, exploring this using plates and counters.



Across the wider curriculum, we have been learning about **maps in Geography**, discussing what maps are used for and beginning to explore simple symbols and features. In **Science**, we are **exploring sound**





Red 2



Red 2 started this month with the WOW starter for our new topic "Octopus Garden".



In English we have been looking at the sensory story "Peekaboo in the Ocean".



In Maths we have been looking at 'Taking one'.





We have enjoyed lots of exploring in our outdoor learning and enjoyed 'Earth Day'.



Red 2 have been very creative this month, looking at mark making and using tools.





Yellow 1

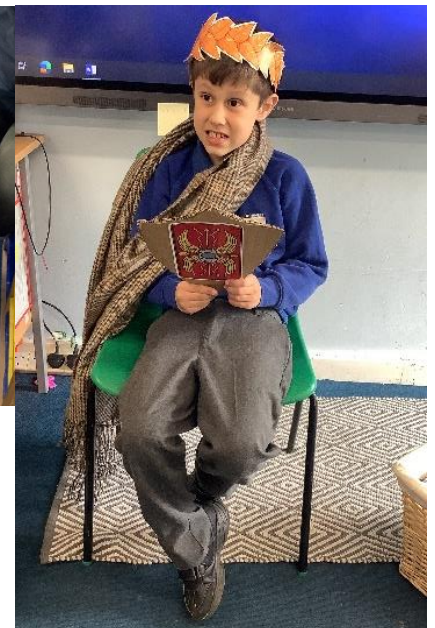
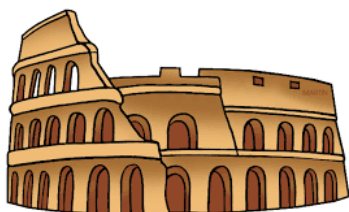
We have had a busy April in school, not only have we done our Wow starter for our new topic Romans – Time Travellers but we have also performed in our School Show 'The Wizard of Oz'.

The children have worked so hard to prepare their performance for the show, they did so well remembering the dance and performing on stage. We really enjoyed being lions and got very into character!

The
WIZARD of
OZ



Our new topic started off with a Wow starter! As we are learning about Romans we had a fantastic story about how Romans lived, some children dressed up during this, then we did some lovely art work and made our own mosaic vases. During the day the children also worked together to create an aqueduct using tubes and other bits of recycling to make their own. Some of the children explored different materials to make their aqueduct stronger.





We have also been celebrating Earth Day by planting our own seeds, and discussing what we need to do to grow our own food and plants. The children knew lots about this and were able to say how we grew different foods.



We also had our annual bunny bounce fundraiser which was enjoyed by all and very successful. We did lots of activities linked to Easter as well as bouncing on the trampoline!





Yellow 2



This Month in Yellow 2 we have been enjoying learning all about our new topic 'Do you believe in Magic?'. We have been decorating our own magical items, taking part in magic themed talk boxes and attention autism sessions and have enjoyed mixing colours and textures to create 'potions'.



We have also visited Twycross Zoo this month as a celebration and ending to last half terms topic 'We're going to the Zoo'. We enjoyed watching the animals in their varying habits, had a picnic in the grounds and complete the Gruffalo trail. A great day was had by all!





Yellow 3



Wow what a fun and exciting April yellow 3 have had!

The children worked really hard to complete lots of jumps for our Easter Bunny bounce, even taking part in an Easter bonnet parade.



Yellow 3 have started our new topic time travellers – Romans, for our wow starter, we dressed as Romans, dressed up and build a roman aqueduct.





This term we started our jigsaw sessions by going outside to look and listening for the signs of spring.



To celebrate Earth day 2026 yellow 3 planted lots of plants to make our school outdoor areas nice to provide a house for our mini beasts.



We also made some grass heads and have fun started to watch the seeds grow, thinking about how we can recycle materials to make something new.



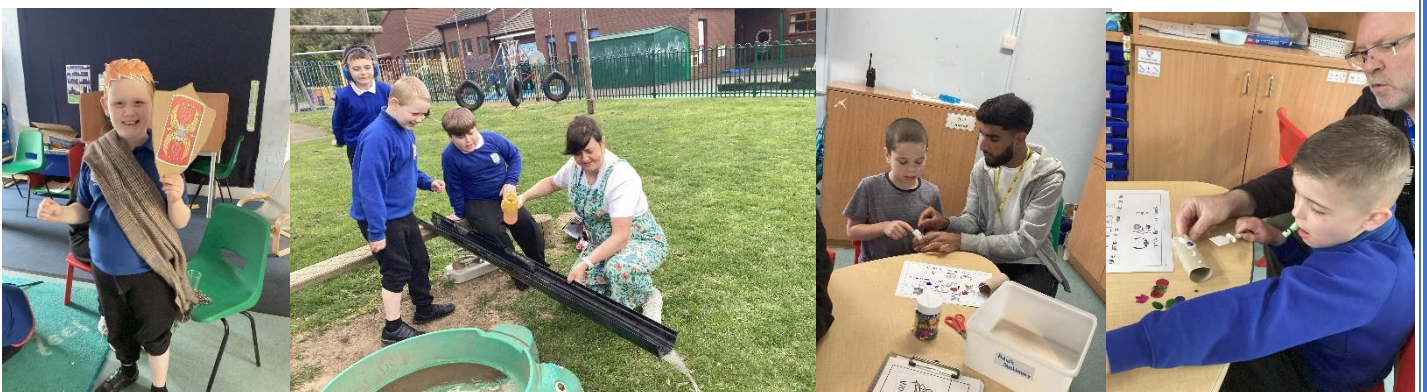


Yellow 4

This term, Yellow 4 have enjoyed extra special visits to Birches Valley and Twycross zoo. The children were really well behaved and loved the adventure! They particularly loved the Gruffalo trail at Birches Valley, calling out every character they could see.



As part of our wow starter for this term, we really enjoyed being Romans for the day! We made Roman coins and bracelets, built Roman aqueducts and listened to a Sensory story all about the Romans.





Blue 1



What a wonderful and busy April we have had!

Celebrating Holi. In RE, we learnt all about the Hindu festival **Holi**. We loved learning about the traditional story and watching clips of Holi celebrations around the world. Rather than throwing paint powder all over each other, we drew around a friend on the playground and made our own chalk paint to create Rangoli patterns on the outline. We worked in teams to create our masterpieces.



As part of our Easter celebrations, we were lucky enough to visit St Editha's Church in Tamworth town centre to take part in their *Experience Easter* event. During the morning, we moved around 12 stations that told the Easter story using props and images, which helped us understand the messages Jesus shared and the events leading to the resurrection. We were so grateful to the church for inviting us and welcoming us into such a special place.





April was all about our journey to Oz. We read scripts, designed costumes and props, and rehearsed on the stage. On the 22nd and 23rd, we performed for audiences and sang, danced, and acted like true professionals. I think we can all agree that every child who helped with this production is an absolute star, and we are so very proud!

Remember — click your heels together and say three times, *“There’s no place like Two Rivers.”*







Blue 2



We have had a busy couple of weeks since returning to school after the Easter Holidays. Our new topic is "Who do you think you are". We had our WOW starter where we created a self-portrait and have been using the mirrors to identify our features and recognise ourselves.

We have taken part in Bunny Bounce activities, and planted some broad bean seeds as part of our Earth Day, we really hope to see them grow and hopefully produce some beans for you! We enjoyed a story about plants.



We also continue to enjoy our community visits out and about.





Blue 3

In English we have been following the story of the Magic Porridge Pot. We have listened to the story, remembered the magic rhyme and sequenced the story.



We have enjoyed a little bit of Indoor Cricket



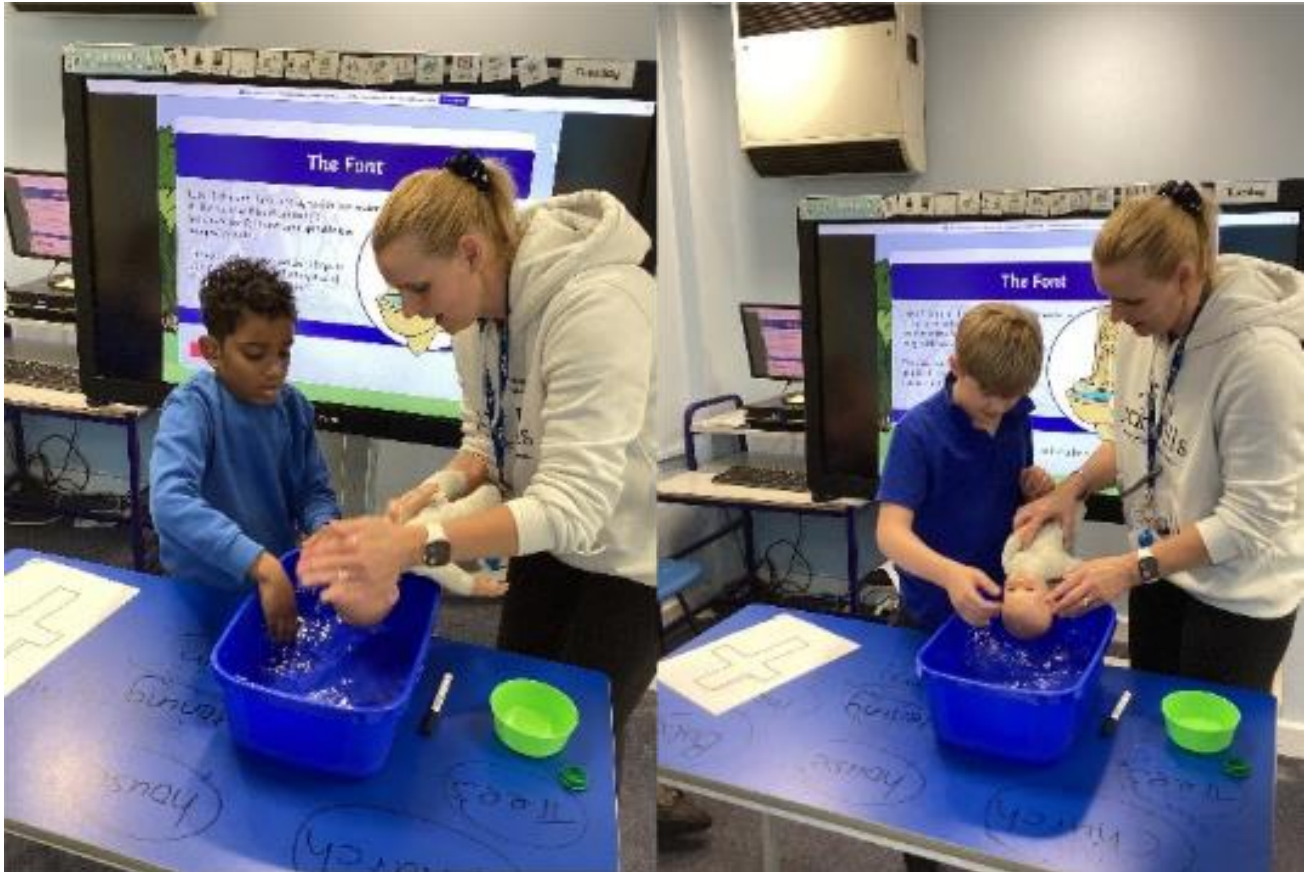


Learning numbers adding together and moving spaces, counting in 10's from any number and using a number line to add and make the number bigger, working out coins and how much we need to buy an item.





We learned all about Baptism and Confirmation in the Christian faith



We designed and made a Wizard using felt.





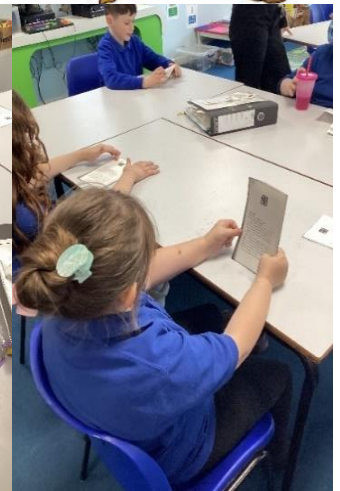
Blue 4



Blue 4 celebrated Easter at school and some children joined in with Easter bonnet parade to show off their amazing hats that they had made.



Blue 4 have started their new topic called Magic! So far, we have read all about some mythical creatures and created some of our own which look amazing. We have been hard at work creating some fact files for the creatures.



We also took part in the school production of The Wizard of Oz. Blue 4 were the Tin men and did an amazing dance to introduce the character into the play. Some children in the class also did amazing jobs at playing other characters like a mouse and the poppies.



Horse Riding

Richard and William are enjoying their riding lessons at Gartmore Equestrian Centre. They have been working hard learning the body parts of the horse and learning the names of the tack the horse wears.

William has been riding Rosie bareback, and Richard has been developing his seat in the saddle. They have been learning where their boots and hats are kept in the tack room, and putting them away afterwards.

Just a reminder that you can access weekend and holiday activities at Gartmore through the Aiming High scheme. Look on the Staffordshire County Council website.



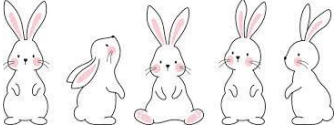


Earth Day

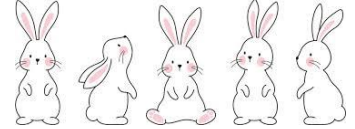
As part of Earth Day, children enjoyed learning about how to plant seeds and understanding how plants grow. Children discussed what was needed for plants and food to grow and had fun planting broad bean seeds. Hopefully the children are taking care of these at home and they are beginning to grow well.

Children also enjoyed stories about growing and joined in with action songs too. We also had an assembly about ways in which we can help to protect our Earth.





Bunny Bounce



A huge thank you to all of our families for the wonderful support shown for our recent Bunny Bounce fundraiser. The children took part with such enthusiasm and determination, giving their very best efforts throughout the event and making it a joy to watch. We are incredibly proud of how they embraced the challenge and supported one another along the way.

Thanks to your generosity and commitment, we are delighted to share that we raised an incredible **£1,200**. The funds raised will make a real difference in school, and we are extremely grateful to everyone who donated, encouraged and helped make the Bunny Bounce such a fantastic success.





Safe and Well News with Richard and Sue

We hope that you all had a lovely Easter break and we are now well into the Summer Term.

As the weather is getting sunnier and warmer, this month we have some Garden Safety and Outdoor Safety information to share with you. This guidance is from The Children's Disability Occupational Therapy Service.



Keep Safe



Garden Safety

If child awareness of danger, they may be at risk of absconding from home garden areas. Your child may need additional or altered fencing and secure gates to enable them to play safely in your garden. The garden can be a useful outlet for extra energy. We are unable to assist you with repairs or replacement of damaged fencing.

This leaflet provides advice on how you can help keep your child safe in the garden.

General considerations:

- Your child may still require a high level of supervision in the garden despite suitable safety measures being in place.
- Trampolines (with enclosures) and punch bags can be a useful outlet for extra energy.
- Consider your child's sensory needs when selecting suitable activities when in the garden.
- Suitable door locks to external doors in order to ensure that your child is only in the garden when closely supervised.
- Consider maintaining security of your property when making any alterations.
- Consider any potential drop the other side of a fence.

Examples of possible solutions:

Fencing:

- Consider having large plants along the fence to deter your child from climbing the fence.
- Fencing that generally helps to prevent children from leaving a garden needs to be around 2 meters or 6 feet high with the arris rails on the outside (horizontal fencing support rails). Please note that planning permission may be required for rear garden fencing higher than 2 meters or 6 feet. There are also limitations on the height allowed for front garden fencing.
- Be aware that trellises on top of fencing may increase the height of the fence but are often not very secure and could fall should your child try to climb over it.



- Large wooden boards could be fixed to the inside of the fencing to cover up arris rails (horizontal fencing support rails) to reduce climbing risks.

Sensors or alarm systems on external door openings may be useful. A pager could be used to alert you to your child attempting to open an external door.

Garden Gates:

- Spring loaded gates may help ensure that the gate is not left open.
- You may be able to secure a large wooden board across the gate to cover arris rails (horizontal support rails) where your child may be using them to climb over the gate.
- Where there is a risk your child will leave through the garden gate, ensure that the gate has a lockable form of security that your child cannot access. A sliding bolt with a padlock could be used.

Manhole Covers:

- Where your child is lifting the manhole cover, put a large pot plant on top of the cover to deter them.
- Weighted and lockable manhole covers are commercially available from builders' merchants.

Safer surfacing:

- Alternative surfaces can be Astroturf or artificial grass these are widely available. Maintenance and repair cost will need to be factored in. Astroturf can become very hot underfoot which must be considered.
- Readily available interlocking rubber tiles can be used on hard surface to prevent injury from falls.

Gravel:

- Pour on gravel binder resin can bind together loose gravel.

Examples of suppliers - these are **not recommendations** however and other suppliers can be found.

- Contractors for carpentry works, such as fencing.
- Building merchants for lockable manhole covers.

Sensors and Alerts:

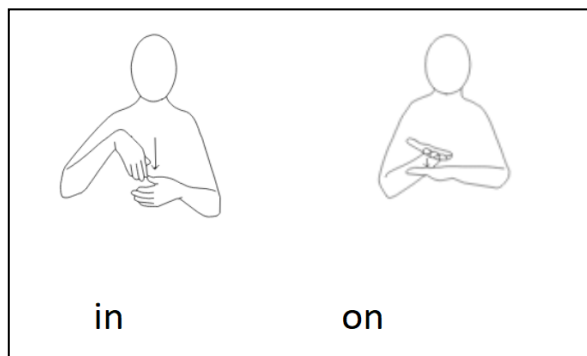
- Frequency Precision: Sensors and pressure mats to monitor those in care
- Tunstall Group: Tunstall has been developing pioneering telehealthcare products for over fifty years.
- Sensorium: use assistive technology, call systems and bed management system with integration in highly innovative ways.
- EasyLink UK: Assistive care technologies

Gravel binders:

- Amazon, most DIY stores.



Sign of the Week



You can see how to do the sign here:

<https://www.youtube.com/@makatoncharity>

Whole Class Attendance

Group	% Attend
PURPLE	94.55
RED 1	95.68
RED 2	90.91
RED 3	96.7
YELLOW 1	97.02
YELLOW 2	95.36
YELLOW 3	94.94
YELLOW 4	93.57
BLUE 1	92.6
BLUE 2	94.29
BLUE 3	95.78
BLUE 4	97.62

Congratulations to:

Blue 4



**You have the best
Attendance for April**

**EVERY
SCHOOL DAY
COUNTS**



Library

RECOMMENDED READS



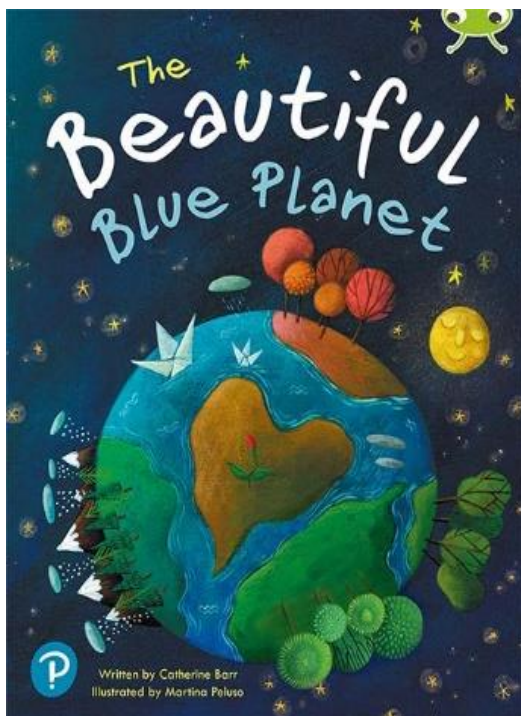
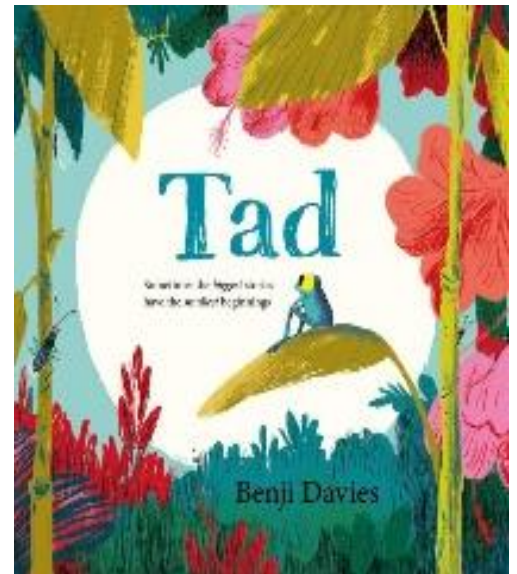
The recommended read for this month is;

Tad
by Benji Davies

This is the story of Tad, the smallest tadpole among her siblings. Tad desperately tries to keep up with the others, not wanting to get left behind – especially as she has heard that 'Big Blub' is lurking in the depths of the water. Over time, Tad watches her siblings grow and change, and eventually make the leap out of the water as they become fully grown frogs. When the time comes for Tad to follow in their path, it will take a heap of courage to embrace the next adventure and leap into life.

Read along by following the link below:

<https://www.youtube.com/watch?v=scXOIYfc7oo>



The recommended Bug club reading corner book for this month is;

The Beautiful Blue Planet
by Catherine Barr, illustrated by Martina Peluso

This is the story of a beautiful blue planet and the clever two-legged creature who lives there. To make the planet a more comfortable home, the creature starts using natural resources like oil, gas and coal, and learns to make plastic. Soon the planet is covered with rubbish, and the non-renewable energy sources start to run out. The creature needs a solution, so it comes up with the 'Planet Plan' to build a sustainable future, and ensure the planet stays beautiful forever.

Read along by following the link below:

<https://www.activelearnprimary.co.uk/resource/986863>





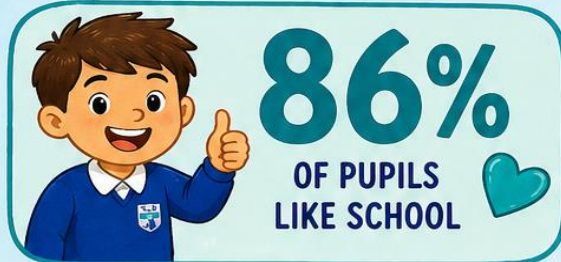
TWO RIVERS PRIMARY SCHOOL 2026

PUPIL VOICE SURVEY

YOUR VOICE, OUR SCHOOL!



We asked, you answered!
Here are the results...



THANK YOU FOR SHARING YOUR VIEWS!
TOGETHER, WE MAKE TWO RIVERS
A GREAT PLACE TO LEARN AND GROW



Wellbeing News

Please see the information below which outlines new government guidance (March 2026) about screen time for children, particularly children under 5.

Introducing **SAFE** steps for Mental Health Support for Children and Young People in Staffordshire.

 Staffordshire
County Council

Mental health support for children and young people

Follow the **SAFE** steps for mental health support to find the right help at the right time.

- S** **Self help**
Advice and signposting to wellbeing activities and digital tools
- A** **Ask for advice and help**
Young people's wellbeing services and support
- F** **Fast specialist support**
Specialist mental health support for young people
- E** **Emergency services**
Mental health crisis and urgent help



staffordshire.gov.uk/imhere

The childrens and young people's mental health support pathway old map is no longer in use and has been replaced with **SAFE**.

We now have simple **SAFE** steps to follow, linking to the online resource that outlines the support available for children and young people, and how to access it, including:

- Local services and referral routes for getting help and more specialist support
- Advice and activities to promote wellbeing
- Digital tools and apps for young people

Follow the **SAFE** steps for mental health support to find the right help at the right time.



UK Government

NHS

A GUIDE TO SCREEN TIME

UNDER 5s

How to help little brains develop healthy screen habits

BEST START IN LIFE



How much screen time should my child have?

Limit total screen time, wherever possible.

Under 2 yrs: Avoid screen time except shared activities with family that encourage bonding and interaction.

2-5 yrs: Try to keep to 1 hour a day. Less if possible.



Young children's brains are over-stimulated more easily than adults', so they need specifically tailored content.

Slow paced content: Choose content with simple stories and clear, slow speech, so emotions are easy to follow.



What content is better content?



Safe content: Use parental controls to block inappropriate, harmful material.

Social media: This isn't made for young brains, so it should be avoided.

AI: Don't let them use AI toys, tools, or chat-bots until we know more about their effects on children.

Safe screen swaps: Switch fast-paced style videos for slower-paced content with simple stories.

How does my screen use affect my child?

Lead by example: Children's brains are like sponges – they'll copy your screen use habits. Be mindful of how often you use screens around your child.



Set clear boundaries for screen use. This gives children time for activities and play that help them develop.

Avoid young children using screens alone. Try to keep bedrooms and mealtimes free from screens.

Why not try... watching and discussing content with your child? Conversation helps their development.



Safe screen swaps:

Mealtimes: Swap screens for music, games or conversation – make it social.

Bedtimes: Swap screens for bedtime stories 1 hour before sleep.

When and where is it okay for my child to use screens?

Children with disabilities or special educational needs may benefit from tailored screen use. And for some, assistive technology can be an important tool for communication and everyday participation.

My child has SEND. Is the advice the same for us?

They also need ample time for interaction, play, and sleep. Try to avoid screen time for these activities.



How does screen time affect my child's development?



Large amounts of screen time are linked with negative effects on children's health and development. It can affect social, emotional, language & brain development, sleep, eyesight and weight.

Young children learn best through warm interaction with parents and carers – reading, play and conversation. These early moments build the foundations for life.

