



# HEADTEACHER'S WEEKLY BULLETIN

"For I know the plans I have for you... plans to give you hope and a future"

Jeremiah 29:11

ISSUE NO. 29 : 2 May 2025

## DIARY DATES

Mon 5 May Bank Holiday—School closed  
Thurs 8 May VE Day Celebrations: 1940's Teaparty  
Tues 20 May Ladybirds Class Trip to Penshurst Place  
Reception Height, Weight, Vision Screening  
Wed 21 May Dragonflies Class visit to The Bigwood Estate  
2.45pm Information Session for Year 1 Parents: Phonics Screening Test  
Mon 2 Jun INSET Day—school closed for staff training  
w/c 6 Jun St Peter's Health & Wellbeing Week

Dear Parents and Carers,

What a gorgeous week we have had. The sun has been so wonderful and this has allowed the children to spread their wings far and wide in the school grounds. They have thoroughly enjoyed making as much use of Strawson's field, the Peace Garden and the school field as possible. The Dragonflies, for example, have begun to look at 'Nature in Numeracy'; exploring how maths can be seen or used in so many things around us. They will be learning how to measure the height of a tree and work out the age of one (without having to find a previously cut tree or count its inner trunk rings!)

## NUMBERS IN NATURE

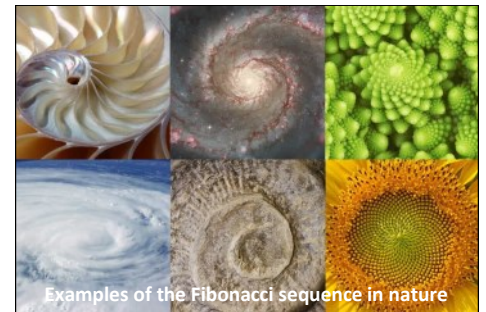
Did you know?...

The **Fibonacci Sequence** is a special pattern where each number is the sum of the two numbers before it. The simplest Fibonacci sequence begins with 0, 1, 1, 2, 3, 5, 8, 13, 21, and so on. This pattern appears surprisingly often in nature, especially in spirals, the number of petals on flowers, and the arrangement of seeds in a sunflower.

### CHALLENGE:

See how many different Fibonacci patterns you can spot over the Bank Holiday weekend.

We celebrate Fibonacci Day 23 November not just to honor the forgotten mathematical genius Leonardo Fibonacci, but also because when the date is written (in an American format) as 11/23, the four numbers form a Fibonacci sequence. Leonardo Fibonacci is also commonly credited with contributing to the shift from Roman numerals to the Arabic numerals we use today.



Examples of the Fibonacci sequence in nature

## GARDENING GANG



The improved weather has also excited our Gardening Gang teams as they plan and prepare for the late spring and summer months. This week the children, led by Mrs Strang and Mrs McDonnell have been planting potatoes. We will be tending to these over the coming months and watching their progress before, hopefully, harvesting a crop in the late summer/early autumn. If anyone has any spare bags or part bags of compost or topsoil that they no longer require, please do bring it into school for topping off the potatoes as they grow. We are also always very appreciative of any surplus plants (flowers and vegetables) or seeds should you have any going spare. Many thanks.

## QUIZ NIGHT SUCCESS

A massive thank you to everyone who came and supported the FOSP Quiz last Friday. What a fantastic evening everyone had, and I'm delighted to say that you all raised a whopping £709 for the school! A huge thank you to the Quiz Night Planners (Vinnny, Zoë, Aimee, Gemma, Victoria, Sarah R) and a special thank you to Zoë, your Question Master, and to Alex, your Quiz Master, for all their hard work and for making it such a fun evening! I also hear the school questions went down well!!



## V.E. DAY 80 YEARS : THURSDAY 8 MAY

We are really looking forward to our own VE Day celebrations next Thursday. The children are already making their own bunting to decorate the school. We have started practising some songs to sing on the day, are looking at different games to play and we will also be having a whole school game of rounders (on the Friday) as a nod to one of these traditional games of the 1940's. We are definitely looking forward to seeing as many children and staff as possible dressing up in the outfits of the times. We will take lots of photos which you will be able to see in next week's newsletter.

**CHILDRENSWEAR IN THE 1940'S:** With many restrictions in place, limited supplies and few resources second-hand and homemade clothing was especially popular for children during the war. Hand-knitted garments like sweaters and cardigans were easy and popular items for young children. Young boys wore shorts or trousers with a blazer or jacket for more formal occasions or sweaters for casual wear. Along with knitted pieces, cotton dresses were popular for young girls. Peter pan collars, puffed sleeves, and full skirts were present in most designs. Smocking on the bodice was especially prevalent.



May Day, or the first Monday in May, only became a bank holiday in UK in 1978 (introduced by Labour's Michael Foot) but its origins as a day of celebration go back over two thousand years! The history of May Day is long and layered, blending ancient pagan customs, seasonal celebrations, and workers' rights movements across centuries.

**Pagan origins:** May Day traces back to pre-Christian festivals that welcomed the arrival of spring and new life. In Celtic Britain and Ireland, it was celebrated as Beltane — a fire festival marking the halfway point between the spring equinox and summer solstice. It involved bonfires, dancing, and rituals to encourage fertility and a good harvest. In ancient Rome, a similar springtime festival called Floralia honoured Flora, the goddess of flowers and fertility.

**Medieval and folk traditions:** Over time, May Day became a village celebration in medieval Europe, with customs such as maypole dancing, crownings of May Queens, and decorating homes with flowers — all symbols of fertility, youth, and nature. It remained a day of merrymaking and community gathering, often seen as a cheerful escape from daily life.

May Day is celebrated in the UK as a springtime festival and, in some places, a nod to labour history. Yellow flowers, symbolising the fruitfulness of spring, remain a common sight. Maypole dancing and May Day fairs still occur in towns and villages across the UK — some more elaborate than others. An old tradition you might like to revive is the anonymous May basket drop-off: in the 19<sup>th</sup>/early 20<sup>th</sup> centuries, people would leave small baskets of flowers or sweets on neighbours' doorsteps, knock, and run away before being spotted.



# CLASS NEWS

## BUSY BEES

This week Busy Bees have been learning all about fruit. Our learning was based on the book "Oliver's Fruit Salad" by Vivian French. The children brought in their favourite fruits and we made a lovely fruit salad together, following instructions and chopping the fruit by ourselves. At the end we all had a bowl of our fruit salad, some of us even trying fruits we had never had before. We extended our learning to think about 'healthy' lunch boxes and wrote and draw which 'healthy' items might go in them. In Maths the whole week has been focused on 2D and 3D shapes: their properties, names and how to distinguish whether they are 2D or 3D. In Art we learned about Giuseppe Arcimboldo and his amazing art work and drew our own portraits using only flowers, fruits or vegetables to create facial features.

**Homework:** Read 5 minutes every day and record it in your reading diary.



## LADYBIRDS

Ladybirds have had a fantastic week enjoying the sunshine! We started our week off by releasing the butterflies which we have observed grow from caterpillars over the past few weeks. It was a brilliant experience and the butterflies even landed on some of the children! In Maths we have been learning to add three 1-digit numbers together, by looking for a number bond to 10 first. We found this quite tricky at the beginning of the week, but have showed great perseverance and now we are getting there! In History we have been learning about toys from the past. We have been really interested to find out about the different toys our teachers used to play with when they were little. We have also been learning about putting events into chronological order.

**Homework:** Adding three 1-digit numbers



## DRAGONFLIES

Dragonflies have been very busy both inside and outside the classroom. They have been showing how they can work out maths problems using number lines and other mathematical methods for calculating answers. They have been editing and checking their work when writing non-fiction reports, producing superb informative pieces about 'sea turtles'. In Geography the class have started to explore the Masai Mara, a big open grassland area in Kenya. They have begun to look at the human and physical features of the area before going on to explore the habitat and the special culture and traditions of the Maasai people in depth. In Science the children have been exploring our outside areas identifying things that fit into the categories of 'living, non-living and dead'. They have also begun their first maypole dancing lesson, concentrating on skipping and moving in time to the music. What a great start they have made too—as it's not as easy as you may think!

**Homework:** Practise counting in 10's and using this for adding 2-digit numbers



# CHURCH NEWS



Our services this Sunday:

**11am All Age Worship**  
**6.30pm Evening Prayer**

The February/March St Peter's Church & Tandridge Village Parish Magazine is now available. It includes some wonderful articles and upcoming local events. Please let Louise Jones (Editor) know if you have any feedback and suggestions/articles for the future. We hope you enjoy reading it.

>> [St Peter's Church & Tandridge Village Magazine](#) The current/previous publications are on St Peter's Church Website.

**HAPPY BIRTHDAY TO...**  
Penny (age 5)



Dear Father God,

We give thanks for the beauty of spring, and for the opportunity to rest and reflect. May this May Bank Holiday be a time of joy and renewal, and may we remember to be grateful for all that you provide. Help us to find peace and joy in the simple things, and to extend compassion to those in need. Amen.



## FRIENDS OF ST PETER'S



## HOUSE TEAM POINTS

Well done <b>50</b>	 <b>40</b>	 <b>36</b>
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## CHILD PROTECTION CONTACT CENTRE

At St Peter's we take the safety and well-being of every child very seriously. If you are ever concerned about a child please speak in confidence to our Designated Safeguarding Lead, Miss Greenaway or our Deputy Designated Safeguarding Lead, Mrs Vaguinhas, or telephone Surrey Child Services contact centre on:

**Tel: 0300 200 1006**  
"Safeguarding is Everyone's Business"

I hope you have an absolutely excellent Bank holiday weekend, enjoying the sunshine and the extra day.  
God Bless, Lenia Greenaway

Emergency information regarding the school will be announced on HEART RADIO 102.7FM and the school website

01883 712439 | [hello@stpetersinfant.org](mailto:hello@stpetersinfant.org) | [www.stpetersinfant.org](http://www.stpetersinfant.org)



Southwark Diocesan Board of Education  
Supporting Christian Education





# 10 Top Tips for Parents and Educators

## SAFETY ON THE ROAD

Traffic-related incidents are a significant risk for young pedestrians and cyclists, so understanding road safety is crucial for children's wellbeing. While all road users share responsibility for keeping one another safe, this guide offers strategies for empowering young people to navigate the roads confidently and responsibly.

### 1 TAKE PRACTICE JOURNEYS

Making 'practice' journeys with children is a great way to help them stay safe, thereby modelling responsible behaviours and having road safety conversations as they prepare to travel independently. Add hazard perception activities like spotting electric vehicles – which may have a green number plate – and point out how quiet they are. Children learn by watching others; remind them that their peers might not always be the best role models.

### 2 BE BRIGHT, BE SEEN

Visibility is lower during darker winter days, and drivers need to take extra care to look out for pedestrians. Wearing bright and reflective clothing can help make children more visible to drivers near roads. In poor daylight conditions, encourage children to wear light, bright or fluorescent clothing. When it's dark, wear reflective clothing or materials such as a reflective armband or jacket.

### 3 EYES UP

Encourage children to look up and keep their eyes on the road. Teach them to constantly watch for traffic and practise double-checking the road before crossing – looking right, left and then right again.

### 4 LIMIT DISTRACTIONS

Where possible, devices like phones should be kept away from children while out and about near roads. If they're carrying devices, these should be put away until they've reached their destination. Children must also avoid playing with toys or being distracted by friends. If a friend wants to show them something funny on their phone, there'll be time for that once they've safely arrived.

### 5 SLOW DOWN

Discuss the importance of waiting instead of crossing immediately. It can be tricky to judge the speed of traffic and spot obstacles that could cause a trip or a fall. For safety, children must stop and think before they get to the kerb and should always walk – not run – when crossing the road. They should avoid crossing until they're certain they have plenty of time. Even if traffic seems a long way off, it could still be approaching very quickly.

### 6 STOP BEFORE THE KERB

Teach children to stop before reaching the kerb – not right at the edge of it. Halting before they get to the kerb allows them to see if anything's coming, whereas getting too close to traffic is dangerous. If there's no pavement, children should stand back from the road's edge but ensure they can still see approaching traffic.

### 7 CROSS SAFELY

Children should always find a safe spot to cross the road, prioritising zebra crossings or pelican crossings, footbridges and subways. Find a place where they can see traffic coming from both directions. Avoid crossing near junctions, bends in the road, or obstacles that block their view, instead moving to somewhere they can see and be seen. Remind them to use their eyes and ears together when checking the road, as sometimes they can hear traffic before they can see it. Looking and listening while crossing helps them quickly spot traffic, including cyclists and motorcyclists driving between other vehicles.

### 8 PARKED VEHICLES

Crossing between parked vehicles is very dangerous. Teach children to use extra caution if crossing in this way, and, ideally, avoid it altogether. They should use the outside edge of a vehicle as if it were the kerb, waiting and checking for traffic before moving. They should ensure vehicles aren't about to move, by looking for drivers in the vehicles and listening for engines running – but remember that electric vehicles may move off silently. They should always make sure there is a gap between any parked vehicles on the other side, so they can reach the pavement.

### 9 REVERSING VEHICLES

Children must never cross behind a reversing vehicle – it's extremely dangerous. Remind them to look for white reversing lights and listen out for warning sounds. Can they hear the engine sound or a radio playing inside the vehicle?

### 10 WAIT FOR THE BUS TO LEAVE

When getting off a bus, children must wait for it to leave before crossing so they can have a clear view of the road in both directions. This also allows them to see and be seen by other road users. Crossing near large vehicles is particularly dangerous and should be avoided.

### Meet Our Expert

THINK! is a year-round national campaign that aims to encourage safe road behaviours – whether we're driving, cycling, horse riding or walking – with the aim of reducing the number of people killed and injured on the UK's roads each year. Find out more at: <https://www.think.gov.uk/education-resources/>



#WakeUpWednesday

The National College

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