

We are inclusive, confident, and enterprising learners who are brave, curious, optimistic, and kind. We are ready to embrace the future!



LEARNING
ACADEMIES TRUST

FRIDAY, 30TH DECEMBER 2025

CONTACT US ON



01752 225314



<http://hydepark-inf.plymouth.sch.uk/>

<http://www.hydeparkjuniorschool.co.uk>



office@hydeparkprimary.co.uk

Update from Mrs. Jones

Dear Parents, Guardians, and Carers,

What a vibrant and inspiring few weeks it has been here at Hyde Park Schools. Our classrooms continue to be filled with energy, curiosity, and a wonderful enthusiasm for learning. Across the school, pupils have been engaging in rich and varied activities, from hands-on science workshops to creative writing, historical explorations, and problem-solving challenges in maths. It is a joy to see children so immersed in their learning and taking real pride in their achievements.

As always, we want to thank you for the partnership you create with us. One of the most powerful ways families can support progress at home is through daily reading. Just ten minutes each day, listening to your child read or sharing a book together, can significantly boost vocabulary, comprehension, confidence, and enjoyment. Alongside this, regular completion of homework helps reinforce key skills, builds independence, and strengthens learning from the classroom. Your encouragement truly makes a difference.

We are also delighted to see our eco-projects gathering momentum. Thank you to everyone who has already donated plant cuttings and materials. These initiatives are helping us develop greener learning environments both indoors and outdoors, giving pupils valuable hands-on opportunities to explore sustainability and care for their world. If you are able to donate indoor plant cuttings or outdoor greenery, we would be very grateful, every contribution helps us to grow these projects further.

Please take a moment to look at the diary dates included in this newsletter. We have a fantastic range of upcoming events, workshops, and family opportunities planned for the weeks ahead. We warmly encourage parents and carers to join us, your participation strengthens our school community and brings real joy to the children.

Finally, I would like to offer a heartfelt **well done to Mrs Edwards**, who led a wonderfully lively and well-attended

Military Kids Family Workshop on Wednesday. It was a brilliant session filled with creativity, teamwork, and lots of smiles. Thank you to all the families who joined in and helped make the event such a success.

Thank you, as always, for your ongoing support. Working together ensures our school remains a warm, thriving, and ambitious place for every child.

Have a safe and relaxed weekend.



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Exploring Balances in PE

This term in PE, Reception children have been exploring balances. They learned, named and practised five different balances, discussing which ones they found easy and which were a little more challenging. The children showed brilliant perseverance and had great fun experimenting with their bodies in different positions.



Data Explorers in Year 1

In Computing this term, Year 1 have been learning to become confident *Data Explorers*. Children have been introduced to new vocabulary such as '**group**' and '**criteria**', learning that we group items by putting similar things together and use criteria to explain *how* and *why* we've sorted them.

After practising with shapes and animals, the children applied their learning on the computers, sorting and grouping digital items by carefully choosing the criteria for each group. They showed great focus and clear thinking as they explored different ways data can be organised.



Exploring Ancient Egypt: Year 3 Become Mummification Experts!

This week in History, our Year 3 pupils stepped back in time to explore **Ancient Egyptian beliefs** and the fascinating process of **mummification**.

We began by learning *why* the Ancient Egyptians mummified bodies and the significance of each step in the ritual. The children were amazed to discover how carefully the Egyptians prepared someone for the afterlife.

The class then had the chance to **mummify our own skeleton model**. First, we removed its organs and placed them into canopic jars—there was much excitement as the children "pulled out" the intestines (in the form of spaghetti!). They were especially intrigued to learn that the Egyptians removed the brain by pulling it out through the nose with a hook.

Finally, the children wrapped the body from head to toe, completing their very own mummification process.

It was a brilliant, hands-on learning experience, and the children had a fantastic time bringing Ancient Egyptian history to life!



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A Busy Term of Learning in Year 6!

Year 6 have had an incredibly productive term, working hard across all areas of the curriculum as they prepare for their upcoming SATs. The children have been practising key test techniques in reading, writing and maths to help them feel confident and ready for the challenge ahead.

In writing, pupils have crafted fantastic **suspense stories** inspired by a short animated video. They are now exploring **explanation texts**, using the imaginative world of *Wallace and Gromit*—their inventions and gadgets—as a fun and creative stimulus.

In maths, Year 6 have deepened their understanding of **percentages, ratio and proportion**, applying these skills to real-life contexts such as scaling recipes up and down.

Our History learning has taken us back in time to explore the **Vikings** and the significant influence they left on Britain. In RE, the children have been discussing the importance of the **Gospels** to Christians and thinking carefully about how reliable historical sources can be.

Within PSHRE, pupils have been reflecting on **charity**, exploring the power of giving and developing ideas for projects that could support charitable causes. Finally, in Science, the children have been learning about **light, sight and visual impairment**, gaining a deeper understanding of how we see and how our eyes work.

It's been a rich and rewarding term full of curiosity, discussion, and fantastic learning across the board!

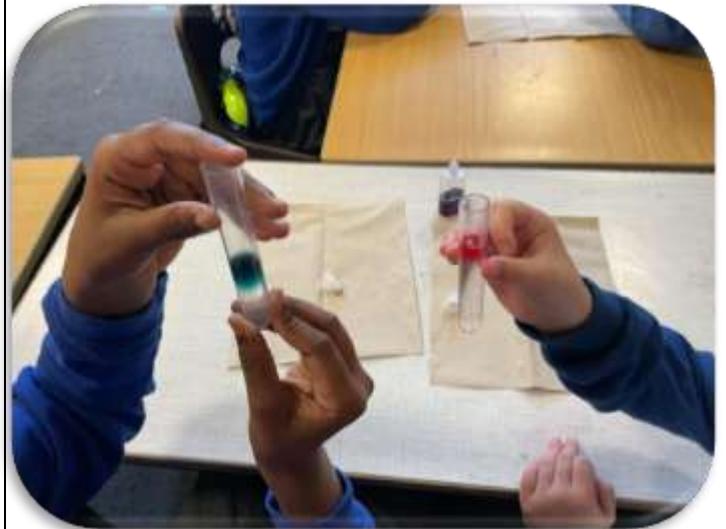


Parents can support at home by encouraging regular reading, talking about what their child is learning, and helping them keep a positive routine for homework.

Exciting Science Workshop in Year 4!

This week, Year 4 were lucky enough to welcome a special guest from **Devon Science**, who brought an exciting hands-on workshop to our classrooms. The session was packed with fascinating investigations—from testing the **pH levels** of different mixtures to creating our very own **bath bombs** to take home!

The children were fully engaged throughout and loved exploring real scientific processes in such a fun and memorable way. What a brilliant opportunity to bring science to life!



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Celebrating Our Pupil Achievements!

We would love to celebrate all the amazing activities our pupils get up to outside of school, not just sports! If your child is involved in any kind of hobby or activity, from football and gymnastics to playing a musical instrument, dancing, or even building with LEGO, please send a short description and a picture of them in action to the admin team.

This is a fantastic way to celebrate the children's hard work, passion, and dedication.

Please remember: We cannot publish any photos that include other children. If you send in a photo, please make sure only your child is visible.

Thank you for your help in celebrating all of our stars!

Eco Projects

We are reaching out with a special request to help us enhance both our indoor and outdoor learning environments.

Indoor Plants Project

We are hoping to fill our classrooms and corridors with healthy, child-friendly greenery. If you have any *non-toxic plant cuttings* at home that you would be willing to donate, we would be incredibly grateful.

These plants will help brighten our learning spaces and support our children's well-being.

Mrs. Lesina, in Year 1, is kindly leading this project. If you are able to contribute, please bring your cuttings to her or speak to her directly.

Outdoor Protective Green Fence

We are also working to develop a natural green barrier around our outdoor areas to create a more sheltered, calm, and environmentally rich space for our children. Any suitable outdoor plant cuttings that could help us grow this living fence would be very much appreciated.

Thank you, as always, for your continued support and generosity. Your contributions make a real difference to our school community.

SCAN ME! PLYMOUTH FAMILY HUBS

Join Our Multicultural Play Group

A play group for families from culturally diverse backgrounds, where English may be an additional language. A space to build community whilst gaining fun ideas to support your child's learning. A Health Visitor is available for advice and to weigh your baby

When and Where? Greenbank Community Centre, Greenbank Road 930-11am

Additional info... FREE to attend! No need to book. Age 0-5 years

Plymouth Family Hubs working in partnership with... Plymouth Barlands Family Hubs

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Safeguarding: Keeping Our Children Safe

At Hyde Park Schools, safeguarding remains our highest priority, and we want to keep families informed about the key developments both locally here in Plymouth and across the country.

Local Context – Plymouth

Across Plymouth, professionals are continuing to work closely through the Plymouth Safeguarding Children Partnership to strengthen multi-agency support for children and families. The city has seen a particular focus on early help, tackling persistent absence, and supporting families facing additional pressures such as mental health, housing challenges, and the rising cost of living. Local services are also emphasising stronger transition support for children with SEND and those moving between services, ensuring that no child “slips through the gaps” when their needs change.

In addition, Plymouth, like many areas nationally, is experiencing increased concerns around online safety and peer-on-peer incidents. Agencies across the city continue to monitor these trends and are working to ensure that children have the knowledge, resilience, and trusted adults they need to stay safe.

National Trends

Across the UK, safeguarding continues to evolve in response to new challenges. Schools nationwide are seeing a rise in issues linked to **children’s mental health, digital risks, and online exploitation**, including concerns about inappropriate content, image manipulation, and grooming. There is also a significant national conversation about attendance, with new legislation increasing expectations around monitoring and supporting children who are not in school.

Upcoming national reforms, including the *Children’s Wellbeing and Schools Bill* and updates to *Keeping Children Safe in Education*, will further strengthen collaboration between schools, health services, social care, and the police. These changes aim to ensure consistent information-sharing and earlier identification of risk, placing education at the heart of multi-agency safeguarding.

Our Commitment

We will continue to review our safeguarding procedures in line with both local and national guidance, maintaining a culture where every child feels safe, valued, and listened to. If you ever have a concern about a child’s safety or wellbeing, please contact the school’s safeguarding team, we are here to help.

SEND Update – What is OAP (Ordinarily Available Provision)?

At Hyde Park Schools, we are committed to ensuring that every child receives the right support at the right time. A key part of this is our **Ordinarily Available Provision (OAP)**, the support that **all schools in Plymouth** are expected to provide for pupils with additional needs, *without* requiring a formal plan such as an EHCP.

What is OAP?

OAP refers to the **universal strategies, resources, and classroom adaptations** that are already built into everyday teaching across our school. These are designed so that children with special educational needs or disabilities can access learning alongside their peers.

Our own OAP includes:

- Sensory tools and calming spaces such as **soft toys, weighted resources, sensory corners, and access to sensory rooms** for children who need help regulating their emotions or sensory needs.
- Visual supports, schedules, and routines built into lessons to help children understand expectations and manage transitions smoothly.
- Adapted classroom environments following **Communication Friendly Spaces** principles to support language development and peer communication.
- High-quality adaptive teaching, scaffolding, and personalised strategies that are part of our everyday classroom practice.

Why does OAP matter?

- It ensures children receive **early, effective support** without waiting for formal assessments.
- It gives teachers and support staff a **consistent toolkit** to meet a wide range of needs.
- It helps us identify when a child may need something **additional or different** beyond this universal offer.

How does this link to our SEND approach?

OAP sits within our broader **Graduated Approach (Assess–Plan–Do–Review)**, helping us tailor support as children’s needs change. It is also aligned with Plymouth’s citywide guidance, shared with schools through the Local Authority’s Inclusive Good Practice (OAP) framework and professional development sessions.

Our commitment

We review and refresh our OAP regularly through inclusion walks, SEND training, and multi-agency work.

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This ensures that every classroom at Hyde Park remains a place where all children can succeed, feel supported, and belong.

If you have any questions about SEND or how OAP supports your child, please contact our SENDCo Mrs. Hussey, and we will be happy to help.

Family Support Advisor – How we can help

At At Hyde Park Schools, we are fortunate to have a dedicated **Family Support Advisor** who is here to offer guidance and support to families in a warm, approachable, and confidential way. Their role is to work alongside parents and carers to help overcome any challenges that may affect a child's well-being, learning, or development.

Our Family Support Advisor can support with:

- **Parenting advice and routines**

Help with establishing consistent routines at home, including bedtime, organisation, and managing behaviour in positive and practical ways.

- **Emotional and practical support**

A listening ear for any concerns impacting family life—big or small. The aim is to work together to find strategies that support your child's happiness and confidence.

- **School attendance and engagement**

Support with improving attendance, building positive school routines, and working with families where attendance may be a concern.

- **Signposting to services**

Guidance on accessing local services such as Early Help, mental health support, financial or housing advice, and community groups.

- **Supporting home–school communication**

Helping to strengthen relationships between home and school so families feel informed, supported, and heard.

- **Support during challenging times**

Whether a family is experiencing change, stress, or something more complex, the Family Support Advisor is available to provide understanding, help make a plan, and offer continued support.

Our goal is to work in partnership with families so every child feels secure, supported, and ready to thrive both in and out of the classroom. If you feel you would benefit from a conversation or some guidance, please reach out, our Family Support Advisor Mrs. Warne is here to help.

A Reminder of Our School Values and Responsible Use of Social Media

At Hyde Park Schools, we prioritise fostering a positive and respectful environment that reflects our core values of **kindness, respect, and community**. As part of this, we want to remind parents about the impact of social media, including WhatsApp groups.

While these platforms can be helpful for staying connected, we kindly ask that any concerns or queries related to school matters be directed to your child's **class teacher** or the **Senior Leadership Team**, rather than discussed in group chats. This ensures that issues are addressed appropriately and in a timely manner, in line with our school's commitment to effective communication and the well-being of all pupils.

Healthy Snacks and Lunches at Hyde Park Schools

At Hyde Park Schools, we encourage healthy eating to support our pupils' well-being and concentration throughout the day. Nutritious snacks and balanced lunches provide the energy children need to stay focused and ready to learn.

Here are a few suggestions for healthy snacks and packed lunches:

Snacks: Fresh fruit, vegetable sticks (like carrots, cucumbers, or peppers), rice cakes, or wholegrain crackers.

Lunches: Wholegrain sandwiches or wraps with lean protein (such as chicken, turkey, or hummus), salads, yoghurts, and water or milk to drink.

We kindly ask parents to avoid sending sugary snacks or fizzy drinks, and instead opt for healthier choices that contribute to the children's overall health and energy levels.

Thank you for helping us promote a healthy and positive learning environment!

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KS2 Safeguarding Reminder

We are delighted with how quickly the Year 3 children have settled into their new routines. To continue ensuring the safety and security of our pupils, we kindly ask that Year 3 children enter the school through the **Junior gate on Hermitage Road** or around the side of the building from the infant playground. This helps us secure the site effectively in the mornings.

Now that the children are familiar with where to go, we ask parents to say goodbye at the **Hermitage Road gate or Infant Playground**. There will be staff at the gate to support any children who may need a little assistance walking into school.

Thank you to everyone for working with us at the end of the day in implementing the one way system. For parents with buggies, you can walk from the Infant playground to the side of KS2 and leave the buggy neatly at the side of the walkway and enter from there.

For any queries or concerns, please contact teachers via **Class Dojo** or the **school office**. Please remember that adults without an entrance pass in the building contravene our safeguarding procedures, which are in place to protect your children. Thank you for your understanding and cooperation.

Thank you for your continued support in upholding our school values both online and within our school community.

Uniform Expectations at Hyde Park Schools

We would like to remind parents and pupils of the importance of adhering to our **uniform expectations** at all times. Maintaining a smart appearance is part of our school ethos and helps promote a sense of pride and unity among pupils.

Uniform: Pupils should wear the full school uniform as outlined in our guidelines.

Hair accessories: Hair accessories should be kept simple and in **school colours**.

Braids: Any braids should be **natural to hair colour**.

Earrings: For safety reasons, only **small stud earrings** are permitted.

Thank you for your continued cooperation in ensuring that our uniform standards are upheld throughout the school year.

The Importance of Daily Reading and Homework

At Hyde Park Schools, we believe that what happens at home is just as important as what happens in the classroom. Daily reading and regular homework play a vital role in helping children make strong, steady progress.

Why Daily Reading Matters

Reading every day helps children to:

Build fluency, confidence, and enjoyment in books.

Strengthen vocabulary and understanding of the world.

Develop listening skills and concentration.

Reinforce the early reading foundations set in school, especially in the infant years where reading with parents is highlighted as a *valuable way to practise key skills*.

Sharing a book together, even for just 10 minutes, has a powerful impact on your child's learning and their long-term success.

Why Homework Is Important

Homework is not meant to be a burden; it is designed to support learning in achievable steps. Our Homework Policy explains that homework helps to:

Reinforce and extend class learning.

Build independence, confidence, and self-discipline.

Strengthen the partnership between home and school.

Give children opportunities to practise skills in small, manageable chunks.

Homework routines also help children get into good habits early in life, preparing them for later stages of education where organisation and self-study become increasingly important.

How You Can Help

Establish a calm, regular time for reading and homework.

Encourage your child to talk about what they are learning.

Praise effort and celebrate small steps of progress.

Keep homework positive, short, consistent routines are far more effective than long sessions.

Together, daily reading and steady homework routines make a significant difference to your child's progress, confidence, and love of learning.

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January 6th - 9th 2026

Keller	Tora
Nightingale	Margo
Potter	Luca
Rosen	Macsen
Astor	Zayn
Coleman	Kaelyn
Pankhurst	Sebby
Scott	Teddy
Attenborough	Mark
Curie	Alwyn
Turing	Alice
Hawking	Freddie A
Gandhi	Whole Class
Anning	Sam
Mandela	Eric
Tubman	Maeliss
Douglass	Ben
King	Genevieve
Seacole	Royal

Nominations for being a Kind Learner

Keller	Ruby
Nightingale	Alicja
Potter	Otis
Rosen	George
Astor	Bethany
Coleman	Savanna
Pankhurst	Winifred
Scott	Jayden
Attenborough	Flossy
Curie	Affaan
Turing	Vivaan
Hawking	Freya
Gandhi	Isabella
Anning	Jago
Mandela	Isaac
Tubman	Isaac
Douglass	Olive
King	Dotty
Seacole	Violet

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January 12th - 16th 2026

Keller	Bonnie
Nightingale	Cooper
Potter	Evelyn
Rosen	Antonia
Astor	Diyin
Coleman	Jacob
Pankhurst	Dennis
Scott	Evan
Attenborough	Hank
Curie	Phoebe
Turing	Penelope
Hawking	Clara
Gandhi	Bill
Anning	Dakota
Mandela	Tom
Tubman	Joseph
Douglass	Ashwin
King	Maia
Seacole	Ellie-May

Nominations for being a Brave Learner

Keller	Maka and Travis
Nightingale	Rory
Potter	Nova
Rosen	Poppy
Astor	Susie
Coleman	Cheryl
Pankhurst	Clem
Scott	Rodrigo
Attenborough	Raiyan
Curie	Alana
Turing	Makil
Hawking	Arthur
Gandhi	Daniel
Anning	Rodrigo
Mandela	Lola
Tubman	Alban
Douglass	Lila
King	Andre
Seacole	Isabel

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January 19th - 23rd 2026

Keller	Lilith
Nightingale	Rupert
Potter	Willow
Rosen	Imogen
Astor	Evaan
Coleman	Sophia
Pankhurst	Piran
Scott	Harlin
Attenborough	Freddie
Curie	Jax
Turing	Jenson
Hawking	
Gandhi	
Anning	Obaidullah
Mandela	Isaac W
Tubman	Alexander
Douglass	Maison
King	Archie
Seacole	Juvana

Nominations for being a Curious Learner

Keller	Amirah
Nightingale	Penny
Potter	Arushi
Rosen	Macsen
Astor	Ola
Coleman	Teddy R D
Pankhurst	Johan
Scott	Beck
Attenborough	Harry P
Curie	Jad
Turing	Solomon
Hawking	William
Gandhi	Annabelle
Anning	Ezra
Mandela	Theo
Tubman	Naomi
Douglass	Angus
King	Rosemaria
Seacole	Henry

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January 26th - 30th 2026

Keller	Kit
Nightingale	Darcie
Potter	Theo
Rosen	Harryn
Astor	Dudley
Coleman	Isobel
Pankhurst	Aidan
Scott	Holly
Attenborough	Emily
Curie	Finlay
Turing	Caleb
Hawking	Freddie
Gandhi	Aubrey
Anning	Alvia
Mandela	Ailsa
Tubman	Rhoda
Douglass	Abdul
King	Jamal
Seacole	Arthur

Nominations for being a Confident Learner

Keller	Barnaby
Nightingale	Charlie
Potter	Aiden
Rosen	Ivy
Astor	Benny
Coleman	Evie
Pankhurst	James
Scott	Kenny
Attenborough	Jemima
Curie	Sam
Turing	Freddie
Hawking	Arlo
Gandhi	Jayden
Anning	Tom
Mandela	Shayoni
Tubman	Oscar
Douglass	Katherine
King	Lucas
Seacole	Harper

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February 2026

Week 5 2nd- 6th February	
Friday 6 th	Curie Class Assembly @9:10am
	NSPCC Number Day- Dress Up for Digits
Week 6 9th- 13th February	
Children's Mental Health Week	
Tuesday 10 th	Safer Internet Day
Friday 13 th	Hawking Class Assembly @9:10am
Half Term 16th- 20th February	
Week 1 23rd- 27th February	
Monday 23 rd	Children Return to School
Wednesday	

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