

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 13th February 2026

CONTACT US ON



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End of Term Update

Dear Parents, Guardians, and Carers,

As we come to the end of a busy yet wonderfully productive term, we would like to take a moment to reflect on the many achievements and special moments we have shared as a school community. It has been a joy to watch our children approach new learning with curiosity, enthusiasm, and determination. Across the school, pupils have supported and encouraged one another, demonstrating kindness, teamwork, and genuine care. This term has truly highlighted the importance of belonging, showing us all how much children thrive when they feel valued and connected to those around them.

This week, the whole school participated in Children's Mental Health Week 2026, joining the national Place2Be campaign to promote emotional wellbeing. The theme, "This Is My Place," encouraged pupils to explore what belonging means—whether in friendships, classrooms, families, or the wider community. Through discussions, creative activities, and reflective tasks, children learned how feeling seen and supported helps them flourish both academically and personally. We also explored practical ways to maintain good mental health, including noticing and naming emotions, taking moments to breathe and pause, and reaching out to trusted adults or friends for support. Many children spoke thoughtfully about how small acts of kindness can brighten someone else's day while also boosting their own sense of wellbeing.

On Tuesday 10th February, we marked Safer Internet Day 2026, a valuable opportunity for children to learn how to make "smart tech, safe choices." Pupils discussed how to question the information they see online, recognise reliable sources, and understand that AI and digital tools are not always accurate. We encourage families to continue these conversations at home—talking openly about online experiences,

exploring apps and websites together, and helping children build healthy, confident digital habits.

This term also marks the beginning of the National Year of Reading 2026, a nationwide initiative celebrating the joy of reading in all its forms. As part of the Go All In campaign, we are inviting children and families to rediscover stories—whether through books, comics, digital texts, or audiobooks—and to experience the many ways reading supports creativity, wellbeing, and lifelong learning.

It was lovely to see parents join us for coffee, cake, book swaps and a chat this week. Thank you to Miss Easton for baking! Hopefully we will see more of you at our next coffee morning!

With World Book Day 2026 taking place after half term, across our Trust, we would love to see the most original and exciting places where you enjoy reading for pleasure. Send a photo of you "reading your way" to your teacher or school—we can't wait to see the most adventurous entries across the Learning Academies Trust!



All entries must be handed in on or before Wednesday 25th February 2026, clearly labelled with your name and class.

Finally, thank you for your generous support of our new Outdoor Reading Oasis. Your contributions are helping us create a wonderful space for children to enjoy reading at lunchtimes.

We would like to wish all our families a restful and enjoyable break. Thank you for your continued support and partnership throughout the term. We look forward to welcoming the children back to school on Monday 23rd February 2026, refreshed and ready for another exciting term of learning together.

KIND HANDS, KIND FEET, KIND WORDS, KIND ACTIONS



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Reception:



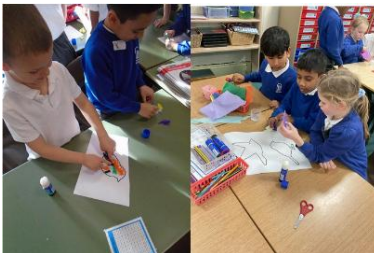
Reception enjoyed Number day where they were able to represent their learning on their clothes!

Year 1:

During our nurture time this week, the children in Year 1 created their own heart map by thinking about all of the things or people that they love. Some children included activities and hobbies that they enjoy as well.



Year 2



Year 2 have been learning about achievement. They had to work in a group to achieve a goal. They designed birds for their own Garden of Dreams! We learnt about how important it was to share ideas, listen to each other and be respectful of everyone's ideas!

Year 3



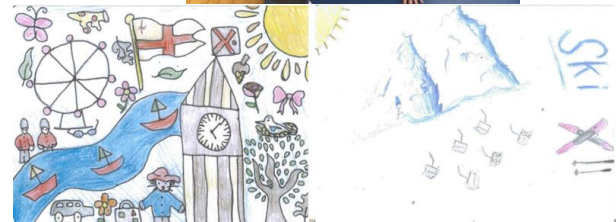
This week, Year 3 finished off their history learning with a fun-filled Egyptian Day. They had an amazing workshop with Clive Pig where the children retold parts of Egyptian life through dance, acting and songs.

Year 4



This week in PE, Year 4 children have been working as a team to find hidden markers around the school as part of their orienteering lessons. The children had to use their problem-solving skills to find clues to the locations in obscure pictures. Once found, the children marked the location on a map and solved a mathematical question.

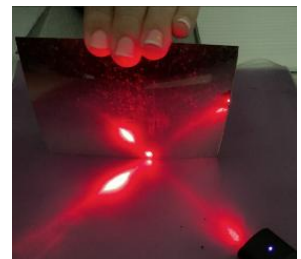
Year 5



This week, Year 5 have taken part in a range of thoughtful and creative learning experiences. They began with a Mental Health Week assembly focused on the theme of belonging, exploring what it means to feel included and connected. In art, the children looked at the idea of journeys and expressed these through imaginative visual work. In PE, they continued developing their skills by sequencing balances, jumps and rolls with increasing control and confidence.

Year 6

This week year 6 have been working hard with their writing on fantastic contraptions describing their Techno Trousers. They have also been stretching their minds with algebra in maths and reflections in science.



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Tips for Home Learning over the Holiday:

Reading at Home

Read daily, even for just 10 minutes. Little and often builds fluency and confidence. Encourage children to talk about the story—characters, predictions, favourite parts. Model reading by letting them see you enjoy books, magazines, or newspapers – talk about books you can share as a family.

Maths Practice

Count real objects: coins, toys, snacks, steps. Use cooking to explore measures, time, and number. Or play card or board games that promote number sense (pairs, dominoes, simple strategy games). On a long car journey? Practise times tables through songs, apps, or chanting in fun ways.

Create a "Holiday Challenge Jar."

- Write simple activities on slips of paper—read under a tree, build something out of recycling, measure ingredients to bake a treat, write a postcard to a friend, go on a nature scavenger hunt, practice times tables in a fun way, design a board game, etc.
- Children pick one each day (or a few a week) to keep learning fun, varied, and low pressure.
- This encourages independence, curiosity, and daily learning... without feeling like homework!

In the news this Week



Adults in the UK are talking about whether children under 16 should be allowed to use social media, as the government is considering new rules to help keep children safe online. Some people believe social media helps children stay connected while others

worry it can affect well-being and mental health. During children's mental health week, the story reminds us how important it is to look after our mental health both online and offline.

Things to talk about at home:

What rules or agreement can help us feel safe when using technology at home?

Can you think of ideas for families to help balance screen time and other activities?

What are some of the activities you do online?

Do you do different things online to others at home?

SEND in the Spotlight

At Hyde Park Schools, we are committed to ensuring that every child receives the support they need to thrive, regardless of their individual needs. Through our **graduated approach** to SEND (Special Educational Needs and Disabilities) and inclusion, we provide tailored support that is aligned with each child's unique requirements.



Focus on Speech, Language and Communication Needs:

What you might notice:

Speech

Children may:

- Have difficulties pronouncing words clearly
- Produce excessive saliva
- Stammer
- Lisp
- Be unable to say certain sounds
- Miss out sounds in a word
- Change one sound/phoneme for another
- Find longer words with more than one syllable tricky to pronounce

Expressive language

Children may:

- Not talk very much
- Have a limited vocabulary
- Misunderstanding instructions
- Use words in the wrong context
- Be selective of whom they talk to and when
- Give short answers
- Use short words
- Struggle to put words into a sentence

Receptive language

Children may:

- Have difficulties understanding and following instructions, particularly lengthy ones
- Take longer to understand what you have said
- Find it difficult to follow the storyline of a book

Social communication

Children may:

- Find making and keeping friends difficult
- Appear not to want to communicate with others

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- Misunderstanding gestures and body language
- Struggle to take turns (or follow other social rules)
- Have difficulties learning, remembering and using names
- Find identifying, understanding and expressing emotions challenging
- Daydream
- Fallout with friends due to misunderstanding social situations
- Have concentration difficulties.

Strategies

Speech

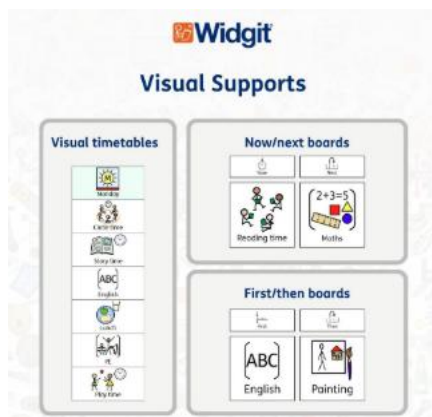
- Model good speech
- Over-emphasise speech sounds
- Be careful when correcting
- Give time
- Be sensitive about public speaking

Language (expressive and receptive)

- Think about your instructions
- Use visuals to support
- Actively support vocabulary
- Check their working space
- Think about your questions
- Avoid idioms

Resources Interventions and Activities

- **Vocabulary Building** – Use of word maps, semantic webs, and pre-teaching key vocabulary.
- **Narrative Therapy** – Storytelling frameworks like Colourful Semantics to help structure sentences.
- **Receptive Language Activities** – Following instructions games, barrier games, and picture sequencing.
- **Expressive Language Support** – Expanding utterances using sentence starters, modelling language, and scripting.



Visual Supports and AAC supports

- Choice boards
- Communication boards



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- Picture cards
- "Now and Next" boards and "First...Then" strips
- Visual timetable
- Visual task plan
- [Attention handbook Be patient Choices SLCN handbook \(PDF\)](#)

Other SEND Resources:

[Speech & Language | Livewell Southwest](#)

[Top tips for young children who stammer | Livewell Southwest](#)

[Help for families - Speech and Language UK: Changing young lives](#)

Plymouth Information and Advice Support for SEND (PIAS): [SEND Newsletters - Plymouth Information Advice and Support for SEND.](#)

[Mental Health in Schools Support Team \(MHST\) | Livewell Southwest](#)

[Plymouth GATI Home - Plymouth GATI](#)

Children and Young People's Neurodiversity Wellbeing Team

A confidential, free advice line available to all children, young people and their families who are on the Neurodiversity Pathway within Plymouth.

What we offer
Advice and support including:

- Sleep
- Diet
- Anxiety
- School difficulties
- Friendships
- Positive support strategies

Contact us
Please call 01752 435404
Monday to Friday
9 - 11am and 2 - 4pm

Please complete our questionnaire using the QR code provided.

We support people to lead independent, healthy lives

Children and Young People's Neurodiversity Wellbeing Team

A casual meet up for parents and carers of neurodivergent children (no diagnosis required). Come along and meet our Community Support Workers and have a cuppa and a chat. No need to book, just turn up - and your little ones are more than welcome!

Coffee & Connect

Monday, 9-10.30am New Centre Wellbeing Hub, Plymouth PL7 2PS	Wednesday, 9.15-10.45am CELL Emerging Family Hub, High View School, Eford PL3 8JG	Friday, 11.15-12.45 Physio Hub Library, 10 Hart Cross Rd, Plymouth, PL9 8BJ	New Location TBC
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For further information please contact our advice line Monday to Friday from 09.00-11.00 or 14.00-16.00
Tel: 01752 435404

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February 9th - 13th 2026

Keller	Ruby
Nightingale	Hamish
Potter	Isahaak
Rosen	Joseph
Astor	Evaan
Coleman	Frank
Pankhurst	Davina
Scott	Eli H
Attenborough	Florence
Curie	Phoenix
Turing	Baruch
Hawking	Aria
Gandhi	Reg
Anning	Trixie
Mandela	Emilia
Tubman	Oscar
Douglass	Salma
King	Rosemaria
Seacole	Imogen

Nominations for being an Inclusive Learner

Keller	Liam
Nightingale	Evania
Potter	Matthew
Rosen	Hamish
Astor	Lily
Coleman	Jaxon
Pankhurst	Oliver
Scott	Eli C
Attenborough	Lily
Curie	Rafe
Turing	Vivaan
Hawking	Billy
Gandhi	Harrison
Anning	Eleri
Mandela	Ester
Tubman	Agnes
Douglass	Owen
King	Una
Seacole	Evie

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