

SPRING TIME REFLECTION

For me, Springtime is when everything is made new. Gorgeous flowers pop up, the days become longer, new life can be seen and heard amongst the rolling hills and the wonder of God’s world can be seen all around. I think that all this growth is what helps summer to be so joyful. On a lovely day surrounded by all this beauty it is often wise to pause for a moment and be at one with nature. As with any change of season there can sometimes be ups and downs, but God’s love for us is constant

As the daffodils continue to bloom they remind me of the story of The Resurrection. Daffodils being quite a hardy bloom, have to push through the cold, hardened and sometimes frozen ground. The promise of life after death that Jesus brings can be symbolised through this action. Despite difficult Winters, daffodils reliably return every Spring, reminding Christian’s of God’s steadfast unwavering love.

Finally with their beautiful bright colours such as yellow, they are seen as reminders to reflect God’s light, joy and glory in a sometimes weary world.



Easter Newsletter

Thursday 26 March 2026

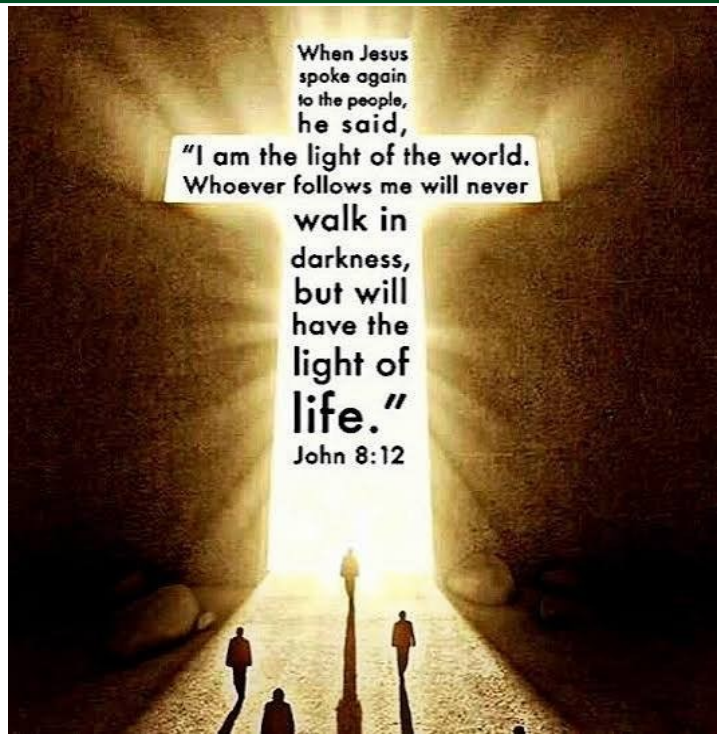
Dear Families

First of all I would like to say a big Happy Easter to you all and express my sincere thanks for all of your support during the Spring Term. I have been reflecting on the busy and exciting term we have shared, looking back at all the school events, enrichment and lessons which have taken place since Christmas. It has brought me much joy to put together this Newsletter as it is a real celebration of school life at Tintwistle.

Throughout the term, we have had two successful trips to White Hall, we have hosted some special events such as World Book Day, Children have been out and about in the local community as part of their learning and we have had many visitors into school, as well as hosting many students who have loved getting to know about our Tintwistle Way. As always, the children have really let their light shine and their work and general behaviour makes me so proud. It is always lovely to celebrate at Good News Gathering on a Friday and to hear about the many successes across the school. Inside this bumper Easter Newsletter you will find an update on staffing, I will share with you our School Development Plan priorities; there is an update from each class, feedback from the Safeguarding Survey and an out of school celebration section as well as the usual standing items such as attendance and dates.

Just as Spring brings new life, Easter is a reminder that light can always be found, even during times of darkness if we just remember to switch on the light. We can do this for one another by being kind and sharing our joy. Jesus’ resurrection is the basis for Christian hope offering us a fresh start and allowing believers to move beyond past mistakes. As we approach the holidays I hope you will share many moments of joy with loved ones, finding times to recharge before the Summer Term begins.

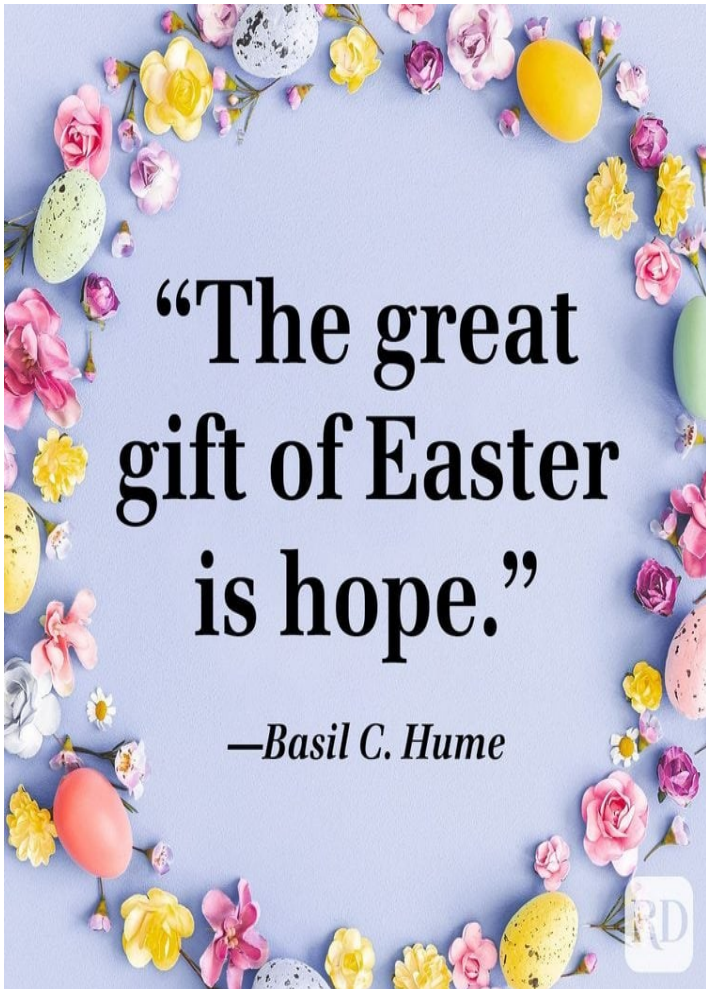
Mr Mulhall



PRAYER



QUOTE



ATTENDANCE

4 SEPTEMBER 2025 - 24 MARCH 2026

Parents will be contacted if attendance falls to 93%. Parents will be called in for a meeting with the Family Support Worker/Local Authority if attendance falls below 90%..

	Attendance
Apple Class	96.5%
Cherry Class	94.8%
Rowan Class	95.7%
Oak Class	95.7%
Whole School	95.7%



Apple Class have had a fantastic Spring Term with a lot of exciting learning taking place, both inside and outside the classroom. Our Nursery numbers have continued to grow and our youngest learners have settled in to new school routines.

Earlier in the term, Apple Class shared their Collective Worship all about love with their families. We have also had the excitement of chicks being brought in by Eoghan. The children loved learning about how to take care of them.

Forest School continues to be a big part of our outdoor provision and Miss Corkin has been delighted with how they have been helping with the tidying and upkeep of the garden.

We have said goodbye (for a little bit) to Mrs Knowles as she has now gone on Maternity Leave, but we are delighted that Mrs Bott and Mrs Pickering will be teaching in Apple Class after Easter.

During the Summer Term the children will be learning where our food comes from and thinking about where animals live and what their habitat can provide. We are hoping to take the children out to explore in the local area and perhaps squeeze a little trip in as well - watch this space!

After the holidays, Apple Class will be growing once again as we welcome some more Nursery children into the setting. We are sure the children will make them feel welcome and they will settle in in no time at all.

Well done Apple Class for a super term!



EASTER WORDSEARCH

Easter Word Search

G	S	N	O	I	T	P	M	E	D	E	R	Y	Y	M
J	J	U	Y	K	I	R	Y	T	T	F	X	E	O	L
R	L	K	F	W	E	E	C	I	O	J	E	R	C	K
X	Y	N	G	Q	C	U	W	V	U	P	C	M	C	K
R	C	R	O	S	S	H	R	E	D	P	H	M	N	E
I	F	V	A	I	B	Q	U	I	R	G	P	Q	R	N
S	A	Q	Z	M	T	M	I	R	A	C	L	E	T	S
E	I	A	O	I	R	C	H	R	C	O	Y	I	U	E
N	T	T	P	R	C	G	E	Y	O	H	S	S	R	L
I	H	H	S	O	O	C	A	R	K	I	E	P	V	K
N	W	O	R	C	S	D	U	B	R	J	V	R	G	T
O	H	T	N	G	N	T	E	S	F	U	L	A	M	I
D	P	V	O	U	Q	F	L	D	K	A	S	Y	S	H
Z	M	E	S	B	Z	Z	W	E	M	L	Y	E	D	F
E	T	G	L	M	E	G	K	B	S	L	T	R	R	U

APOSTLES
CROWN
LAMB
PRAYER
RESURRECTION
SON

CHURCH
FAITH
MARY
REDEMPTION
RISEN
SUNDAY

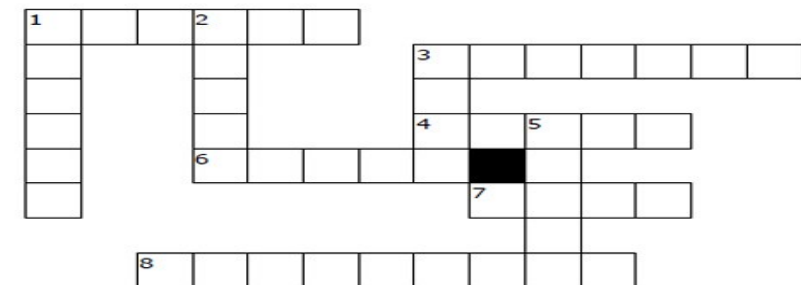
CROSS
JESUS
MIRACLE
REJOICE
SAVIOR
TOMB

EASTER CROSSWORD

The Resurrection

"Don't be alarmed," he said. "You are looking for Jesus the Nazarene, who was crucified. He has risen! He is not here. See the place where they laid him." Mark 16:6 (NIV)

Puzzle is based on various Gospel accounts of the resurrection.



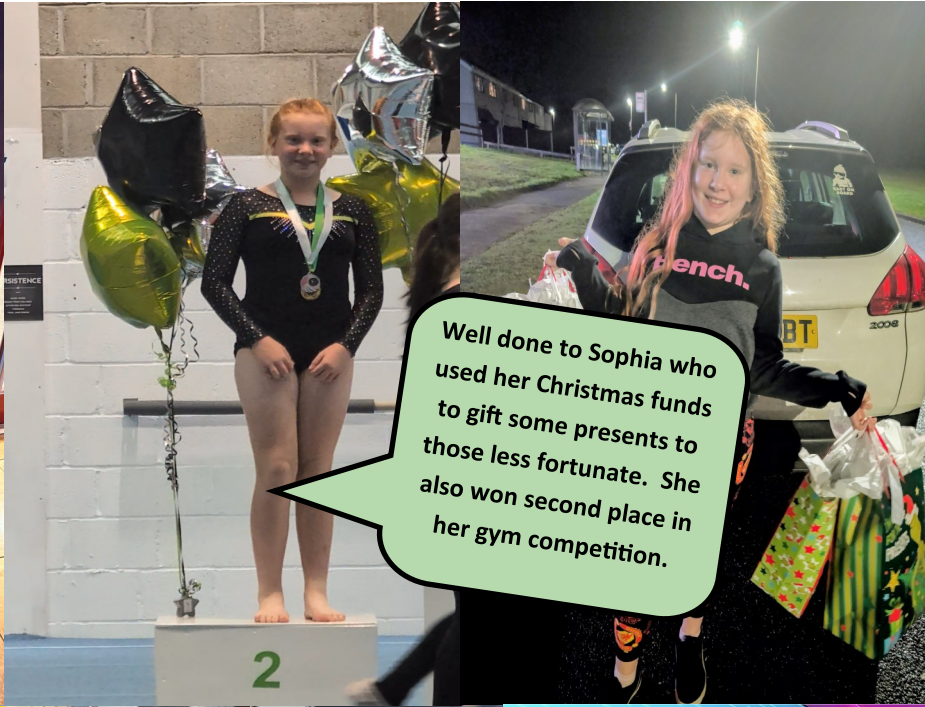
ACROSS

- To be filled with fear
- The first or early part of a day
- To return from death
- To have nothing inside
- A place where someone is buried; another name for grave
- Having been put to death on a cross

DOWN

- Messengers from heaven
- Not dead
- The name of the woman who discovered Jesus' empty tomb
- What was used to cover the entrance to Jesus' tomb

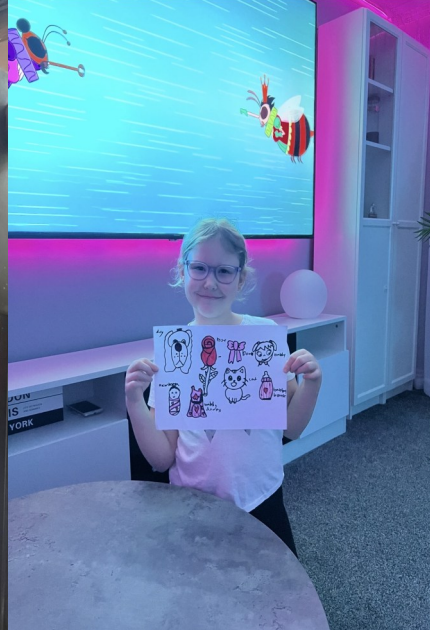
ALIVE TOMB	MORNING MARY	EMPTY CRUCIFIED	AFRAID RISEN	ANGELS STONE
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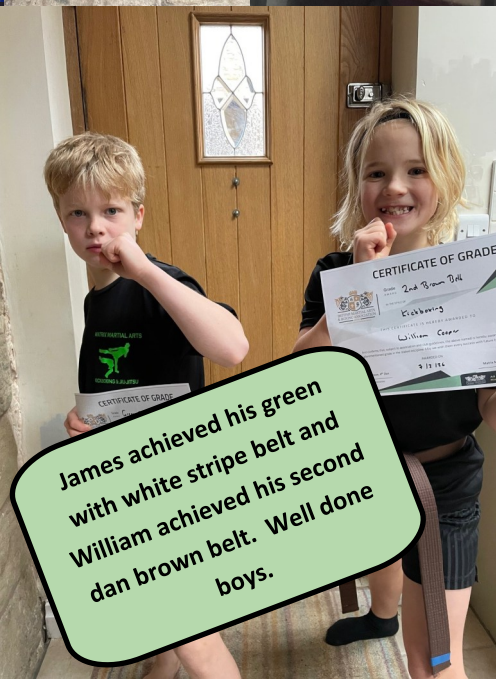
Well done to Sophia who used her Christmas funds to gift some presents to those less fortunate. She also won second place in her gym competition.



Congratulations to our Glossopdale Blue Card Winner:
- Leonardo -
- showing inclusivity -



Shout out to Oliver who is preparing for a big outdoor climb in July. Look at him go!



James achieved his green with white stripe belt and William achieved his second dan brown belt. Well done boys.



Street Reds - Man Utd v Arsenal tickets

Hi Emma,

Hope this email finds you and your family well.

As Ruby was a great participant at our recent Street Reds tournament, we would like to offer her 2 complimentary tickets to see Manchester United v Arsenal at Old Trafford Stadium on

APPLE CLASS TOPIC WEB FOR SUMMER TERM

Literacy

Nursery

Books- 'Rosa life cycles', 'Sam plants a sunflower' and 'Eat your peas.'
- Enjoys joining in with story times and can comment on familiar stories.
- Develop phonological awareness so they can spot and suggest rhymes and count or clap syllables in words.
- Enjoys mark making and can read back what they have 'written'.

Reception

Books- 'The Tiny Seed', 'I will never not eat a tomato' and 'The Extraordinary Gardener.'
- Can re-read texts to build up confidence, understanding and fluency. Can retell familiar stories/texts in correct order using some story language and vocabulary from the text.
- Read simple phrases made up of letter-sound correspondences and common exception words.
- Can form most upper and lowercase letters correctly. Can write simple sentences which can be read by others using correct letter-sound correspondences and common exception words.

Personal, social and emotional development

Theme: Difference and Diversity

Nursery

- Is increasingly able to follow rules and routines and can say why they are important. Can try again when things are tricky.
- Can play with one or more other children, extending and elaborating play ideas.
- Can set a goal and work towards achieving it eg I want to make a picture for mummy. Can use words such as happy and sad to talk about how they feel.

Reception

- Can select resources and activities independently. Can try again when things are hard and begin to adapt and change to make it better.
- Can have constructive and respectful relationships.
- Can set a goal and work towards achieving it, and will return to it if interrupted. Join adult led activities appropriately.

Understanding the world

Nursery

Plant seeds and care for growing plants.
- I can explore and talk about forces including magnets, and stretching.
- I can say that a butterfly comes from an egg.
- I can find out about St. George's day and how we celebrate.

Reception

- Beginning to see similarities and differences in different places and cultures using stories and texts.
- Explore changes and states of matter and talk about what they see, explore changes in seasons.

RE

Theme: Why do Christians believe Jesus is special?
- I can learn different stories Jesus told.

Stories covered:

Jesus' miracles
The Feeding of 5000
The Calming of the storm
The healing of the man who was lowered through the roof
The healing of the 10 Lepers

Maths

Nursery

- Can count objects, actions and sounds to 5.
- Can subitise to 3. Compare quantities using language: 'more than', 'fewer than'.
- Beginning to understand prepositional language in play. Can talk about patterns they notice eg it is stripy.

Reception

- Can count objects, actions and sounds. Can subitise to 5. Can link numerals to cardinal value (to 10). Can compare numbers and say which is more and less and say which is one more/one less to 10.
- Can compose and decompose shapes to see that shapes have other shapes inside them, just as numbers can. Explore numbers to 20, including odds and evens and sharing equally.

Forest School

Nursery

- Plant seeds and care for growing plants.

Reception

- Explore changes and states of matter and talk about what they see, explore changes in seasons.

Where does my food come from?

Expressive arts and design

Nursery

- Can choose different materials and media to express their ideas and can make representations of people and events.
- Can join in with familiar rhymes and songs.
- I can explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc.
- I can explore and make art in the style of Andy Goldsworthy.

Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings eg drawing with pencils, painting, creating models with clay, printing.
- Can sing a range of songs and rhymes. Can express feelings and respond to music with dance.
- I can create finger painting, in the style of Van Gough Sunflower art.
- I can make a mono print.
- I can make a tab join.

Physical development

Nursery

- Can balance and show stability when walking up/down steps or slopes. Is able to skip, jump and hop. Can hold a pose eg in a game of musical statues.
- Shows preference for dominant hand.

Reception

- Can refine a range of ball skills including throwing, catching, passing, batting and aiming.
- Can form recognisable letters, most of which are formed correctly.



Cherry Class have been busy, busy, busy! The biggest highlight of this term has been the topic Kings and Queens. The children started this unit of work with a fantastic Royal Ball, being led by their wonderful Queen Victoria. Their outfits were absolutely smashing and they made some super crowns.

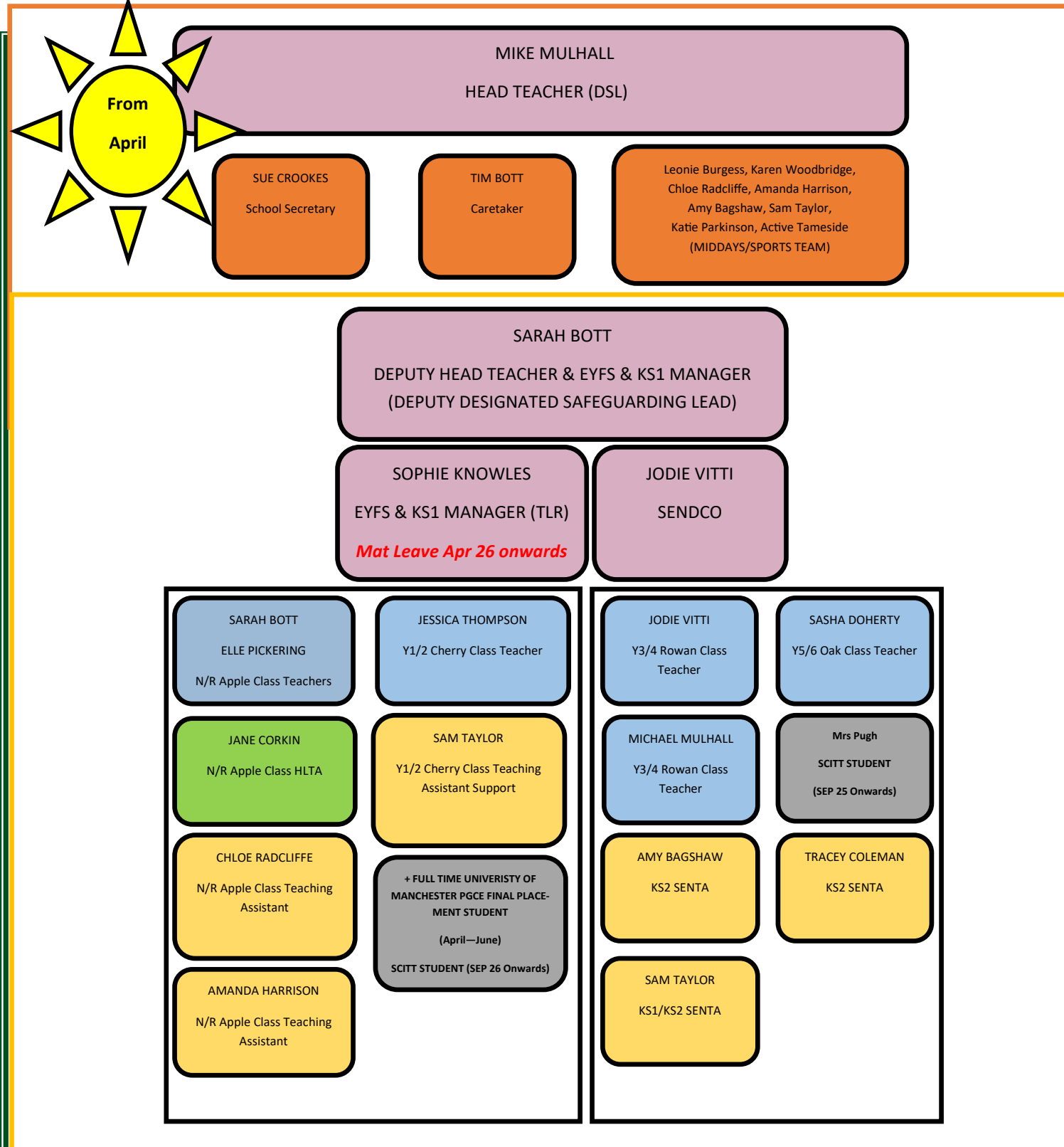
The children have continued to work with Jo our visiting artist and they have been exploring watercolours and honing their artistic skills.

Maths has been a real area of focus across the school and the children have especially loved active maths in the hall. I have been delighted to share with the Governors the progress in maths which Cherry Class have been making and it is very impressive. The children are building strong foundations for future number work and this is thanks to our work with the Maths Hub which is being led by our Maths Lead Miss Doherty.

As we move into the Summer Term, Cherry Class are welcoming a University of Manchester student teacher: Mr Lanigan. I am sure the children are going to love working with him and Mrs Thompson until the end of the year.

The new topic for the Summer Term will be Sailing the Seven Seas - a swashbuckling adventure awaits.





STAFFING STRUCTURE NOTES

- ◇ Purple—SLT
- ◇ Blue—Teaching Staff
- ◇ Green—HLTA (PPA, Nursery & Forest School Lead)
- ◇ Yellow—TAs (1:1 support/small group work)
- ◇ Orange—Office, Maintenance & Midday Teams
- ◇ Grey—Trainees



CHERRY CLASS

TOPIC WEB FOR SUMMER TERM

History

We will be learning about important explorers, where they travelled, and their key achievements. We will sequence events on a timeline to retell stories and understand how exploration has changed over time. We will also describe why explorers are significant and how they influenced events and people's ideas.

Sailing the Seven Seas

Geography

We will be naming and locating the five oceans on a world map and explaining the difference between oceans and seas. We will be using aerial photographs to draw simple sketch maps and locating coasts in the UK, describing their positions using the four compass directions. We will also be identifying and labelling human and physical features of coasts on photographs.

Computing

We will be learning what an algorithm is, how to write and follow one, and understanding inputs and outputs. We will decompose designs into steps, create achievable programs, and identify and fix bugs in algorithms. We will also plan and create stop motion animations, breaking stories into small parts and making small changes between images to bring them to life.

Literacy

This term, students will engage in a variety of writing tasks. They will compose a three-verse poem, write in role, and create advertisements. They will develop their own narratives about helping the environment, using tools such as lists, thought and speech bubbles, posters, guides, and instructions. Additionally, they will craft friendship or gifting stories, incorporating elements like labels, thank-you notes, speech bubbles, advice postcards, and instructions.

PSHE

We will be exploring what a healthy lifestyle means, including keeping healthy, personal hygiene, and preventing the spread of disease. We will learn about mental and emotional health, making informed choices, and the role of medicines and household product safety. We will also recognise the consequences of our choices and our shared responsibility for keeping ourselves and others safe.

DT

We will be identifying the main food groups and the foods that belong to each, while exploring the taste, texture, and smell of different foods. We will be designing and making our own wraps by planning flavour combinations and following a design brief. We will be using the basic principles of a healthy and balanced diet to prepare our dishes.

Music

This term, children will explore pitch and melody, learn about different instruments, develop listening and pitch-matching skills, create sounds using their voices and graphic notation, play simple melodies on tuned percussion, and prepare for a class performance.

PE

We will be developing our throwing, hitting, and catching skills, learning how to get a batter out, and playing games while understanding how to score points. In athletics, we will be improving our sprinting, jumping for distance and height, and throwing for distance.

RE

We will be investigating different places of worship, including churches, mosques, synagogues, and mandirs or temples, using religious vocabulary to describe their features and the worship that takes place there. We will connect these features to Christian, Islamic, Jewish, and Hindu beliefs and teachings, and identify similarities and differences between them. We will also explore Jesus's world, comparing it to our own, using Bible stories and discussing his experiences, celebrations, and visits to the synagogue.

Science

We will be understanding the importance of exercise, a balanced diet, and good hygiene for keeping our bodies healthy, while also learning about the basic needs of animals, including humans, such as food, water, and air. We will be identifying, naming, drawing, and labelling the main parts of the human body and linking them to the five senses.

Art

We will be understanding how paper can change from two-dimensional to three-dimensional and that this type of art is called sculpture. We will be developing our skills by shaping, rolling, and attaching paper, and making creative choices to create our own sculptures, including a seascape. We will be evaluating our work and others' work, comparing features and recognising that art can be made in different ways by different people.



Rowan Class have had a superb Spring Term with Mr Skuse and Mrs Vitti. Some of the highlights include, bonus Forest School sessions, a visit to the park, exciting sing-a-long French lessons, discovering many new and exciting books, continuing to develop our skills on the recorder and of course the Year 4's having their first residential visit to Whitehall.

Science lessons have been focused on investigating different rocks, and their uses; in PSHE Rowan Class have been celebrating differences and similarities and PE lessons have been focused on balancing and developing fitness.

The Children's work linked to the book ESCAPE FROM POMPEII produced some superb writing about an erupting volcano, and the children made some wonderful newspaper reports based on this.

TT Rockstars continues to be a big focus for this class with the year 4 multiplication check taking place during the Summer Term. They have loved taking part in a battle with other Glossop Schools - we came second place.... WELL DONE!

We are sad to be saying goodbye to Mr Skuse but we know he will come back and visit. Mr Mulhall and Mrs Vitti are excited for the Summer topic: We are Biologists.



Commitment



Evidence and resources

1. Build a holistic understanding of pupils and families, and diagnose specific needs

Get to know your pupils, their families, their influences, and their specific challenges.



Evidence and resources

2. Build a culture of community and belonging for pupils

Make sure pupils feel seen, understood, and safe.



Evidence and resources

3. Communicate effectively with families

Design effective communication strategies.

An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others.

Supporting School Attendance

EEF



Schools that are making the best progress in improving attendance take an analytical and diagnostic approach. They also have high expectations and regard attendance as 'everyone's business', so that it becomes embedded in the school's overall ethos and culture, and daily interactions with pupils. School leaders who are successful at raising attendance:



Evidence and resources

4. Improve universal provision for all pupils

Utilise teacher professional development.



Evidence and resources

5. Deliver targeted interventions to supplement universal provision

Personalise approaches to meet the needs of individual pupils.



Evidence and resources

6. Monitor the impact of approaches

Determine the effectiveness of an approach.

'School success starts with attendance'

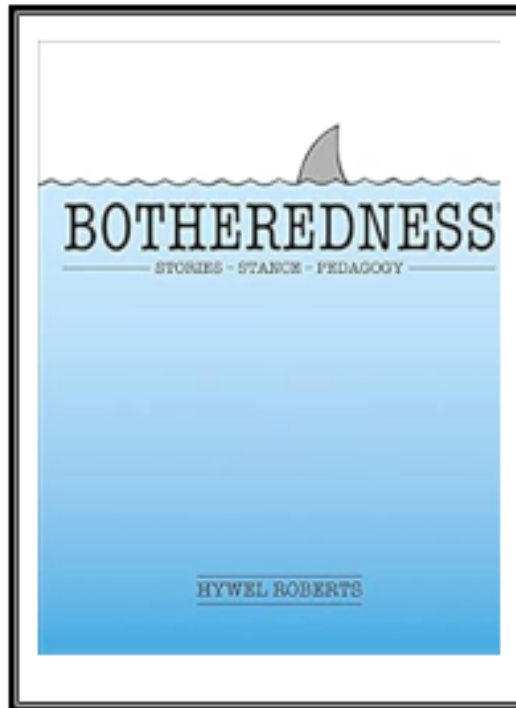
Curriculum

Stories are useful for us as educators. They can be our stimulus, our hook, our case study, our design brief as well as being our way of 'protecting the pupils into complex thinking and learning. Stories essentially build botheredness. And, they have the simplest of recipes: People + Place + Problem = Story.



Stance is where you stand as a teacher – both physically and mentally. It's how you are in a classroom.

Pedagogy is the human delivery of agreed content. It's the 'how' of the curriculum, the implementation of the should coupled with the protection of children into learning. It's the holding back of the nettles on the footpath so the children don't get stung!



Professional Imagination is a great power we have in the classroom and one that can support the planning and execution of fantastic learning experiences for children and young people.

'Where the should (the published National Curriculum) meets the could (how the should is presented to the children via powerful and effective approaches), and the must: how we are preparing children to be ethical citizens of the world, demonstrating optimism and compassion.'

(Hywel Roberts, Stories, Stance and Pedagogy)

ROWAN CLASS

TOPIC WEB FOR SUMMER TERM

Computing:

Students will work together on **Google Docs** by using comments to suggest and resolve changes. They will design **presentations** with images and transitions, as well as **online forms** to collect data. Finally, they will learn to use **spreadsheets** to calculate sums and averages and highlight important information. Students will use **computational thinking** to solve problems by breaking them into smaller parts and spotting patterns. They will design **algorithms** for healthy habits and use these skills to write, test, and improve their own code.

Music:

Recorders: We will continue learning how to play the recorder. We will be moving onto playing all notes and will be learning how to play simple tunes with notes of long and short duration.

Art:

Drawing: Exploring tone and texture and proportion

Students will learn how to make their art look **realistic and 3D** by using light and dark tones to create depth. They will explore different ways to draw and paint **textures**, including using thick "impasto" paint and collage. The lessons will also focus on **proportion**, teaching students how to draw objects the right size and place them carefully on the page to create a balanced picture.

RE:

Are all churches the same? In this unit, we will be comparing different churches around the world and discussing what it means to belong to a church. We will then move on to learn about other world faiths, their places of worship and key practices.

What is a prayer? In this unit, we will discuss what a prayer is in Christianity and how, when, why and where people pray. We will recognize that prayers can be both formal and informal and can be part of a private practice or as part of a service. We will then be linking this to other world faiths, comparing practices involving prayer and discussing how they are similar or different.

We are Biologists

Science: In Summer 1, children will learn that animals and humans must eat food to get the nutrition they need to grow, as they can't make their own food like plants do. They also discover how skeletons and muscles work together to support the body, protect organs, and help us move.

In Summer 2, the focus moves to the digestive system, looking at how our teeth and organs break down what we eat. Students also learn about food chains, identifying how energy flows from plants (producers) to the animals that hunt or get hunted (predators and prey).

PE: This term, we will be learning about the skills required and how to play hockey, as well as developing our running, jumping and throwing techniques in athletics.

French:

Food and phrases: This term, students will learn the basics of **French** by practicing how to read, speak, and understand simple words and sentences. They will learn to use "un" and "une" correctly and use a **dictionary** to find new words. To put their skills into practice, they will rehearse **ordering food and drink** and presenting information out loud to the class.

PSHE:

Being healthy: In this unit, we will be understanding the concepts and benefits of a healthy lifestyle, exploring what affects our physical and mental health. We will identify how to make informed choices and understand what may influence our choices and set goals. This links in with our DT unit, in which we will learn about a balanced diet.

Growing up: In this unit, we will learn about some of the changes that happen as we grow up and that we will likely experience in life. We will understand that images in the media do not always reflect reality and we will link this into our computing unit.

DT: Through learning about nutrition in our science topic, we will be designing and cooking a healthy, savoury meal, focusing on a balanced diet. We will be recognising where our food comes from and how it is produced.



Oak Class

Oak Class have had a really busy term just like the rest of the school! They have been away again on a residential to Whitehall and, their learning across the curriculum has been really impressive to see. I have been particularly impressed with their high standards in all of their books: they have particularly taken to water-colouring their journal pages and their Islamic art linked to their RE lessons was wonderful to see.

The range of roles and responsibilities the children in Oak Class take on to support the smooth running of the school demonstrates their increasing level of independence, our Year 6's are particularly demonstrating their readiness for transition to High School. I am so proud of how Oak Class regularly support me in Good News Gathering every Friday, organise and maintain the books to a high standard in the library and generally act as peacemakers across the school for our younger children.

During the Summer term, Oak Class will be exploring the topic We Are Biologists and our Year 6 children will be making their preparations for their transitions to High School. We are looking to organising some exciting leavers events to mark the end of their time at Primary School - watch this space!



Culture

An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others.

It is not our diversity which divides us. It is not our ethnicity or religion or culture that divides us. Since we have achieved our freedom, there can only be one division amongst us between those who cherish democracy and those who do not.

Nelson Mandela

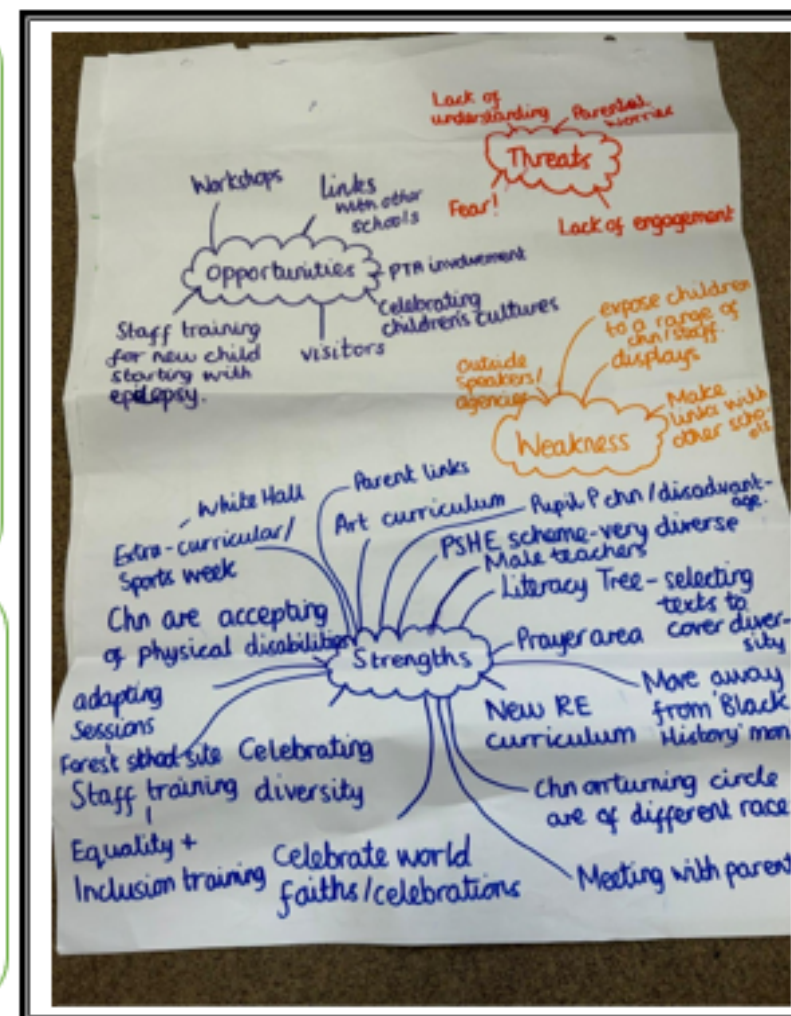
WE ARE ALL DIFFERENT AND THAT'S BEAUTIFUL



'Flourishing children are to be loved unconditionally, enabled ambitiously, supported compassionately and championed relentlessly.'

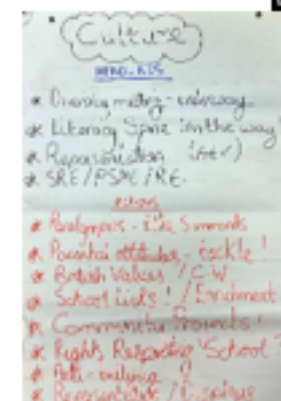
(Flourishing for All, Church of England, 2024)

There can be a cumulative effect for those with more than one protected characteristic and therefore Church schools need to consider an intersectional approach to anti-bullying.



A deeply Christian vision, which serves the common good, expects flourishing for all. This includes children, young people and adults within a school community.

Flourishing requires every member of a school community to be valued as having inherent worth, especially the most vulnerable.



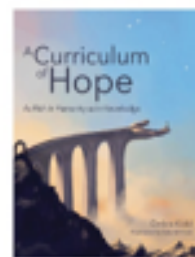
'Flourishing for All' helps schools to offer the Christian message of love, joy and the celebration of our humanity without exception or exclusion.

(The Rt Revd Dr Jonathan Frost, Bishop of Portsmouth Lead Bishop for Education and Chair of The National Society)



We may have different religions, different languages, different colored skin, but we all belong to one human race.

Kofi Annan



Tintwistle CofE Primary School 2025 – 2026 School Development Plan (SDP)

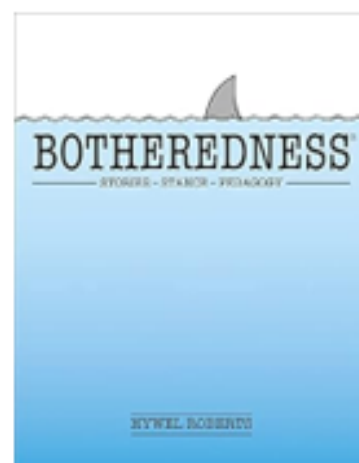
'Culture, Commitment, Curriculum'



'Culture'

'A school which places 'botheredness' at the heart of everything we do. A word which sums up the level of authentic care and unconditional positive regard we give to children and their learning as authentic professionals. Inspiring teachers who have impact beyond the subject coverage...role models who are significant adults and carriers of warmth.'

(Hywel Roberts, Stories, Stance and Pedagogy)



'Curriculum'

'Where the should (the published National Curriculum) meets the could (how the should is presented to the children via powerful and effective approaches), and the must: how we are preparing children to be ethical citizens of the world, demonstrating optimism and compassion.'

(Hywel Roberts, Stories, Stance and Pedagogy)

'Commitment'

Building a culture of community and belonging for pupils by:

- Being inclusive by design, promoting positive relationships and attitudes
- Promoting positive relationships and active engagement for all pupils
- Adopting a positive and proactive approach to behaviour for learning

(EEF, Supporting School Attendance Website)

OAK CLASS

TOPIC WEB FOR SUMMER TERM

Science

Our topic this term has a science focus. During this unit, we will develop a deeper understanding of how the human body works by learning about the circulatory system and its role in maintaining the body's health. We will then learn how the heart, blood, and blood vessels work together to transport oxygen, nutrients, water, and waste substances around the body so that cells can function properly. Finally developing our understanding of how the circulatory and digestive systems work closely together to deliver nutrients to the body. Our second unit will focus on evolution and inheritance. We will explore how animals and plants are adapted to the environment in which they live. Then, we will move on to learning about how adaptations occur over time and that may lead to a species evolving.

Art

In this unit we will be creating expressive sculptures and reflecting on artistic decisions. We will learn to represent memories through art, using various materials and techniques, and develop skills in planning, creating, and evaluating 3D sculptures.

DT

In DT, we will be learning a simple bolognese recipe and adapting it to improve nutritional content.

Music

Throughout the term, we will listen to a range of music from protest songs to royal fanfares and understand how composers find their inspiration from specific events and situations in the world. The term ends with a chance to create music for a specific occasion. We will be writing a song of celebration ready for our leavers!

PE

This term in PE, we will be building on our basketball skills, applying principles, rules and tactics to a tournament. We'll then move on to rounders and athletics.

PSHE

In PSHE, we will be recognising positive things about myself/achievements and can set goals. We'll extend our learning to recognise how our own actions and words can affect others. In the second half term, we will be discussing change and loss, and how these can affect feelings, thoughts and behaviours.

RE

This term in R.E we are covering 2 topics, St Paul and The Exodus. In our unit about St Paul we are looking at the spread of the news of Jesus' resurrection and the growth of Christianity. We will be considering the importance of Christian missionary in the past and today. The Exodus is a significant event in both Christianity and Judaism and we will be investigating why it is important to both religions. We will be re-enacting a Passover Supper, considering the importance of freedom for everyone.

We Are Biologists

Computing

This term, we will be learning about data handling. We'll start off with a focus on big data, including barcodes, QR codes, infrared and RFID technologies. We will then develop our understanding of how corruption can happen within data during transfer (for example when downloading, installing, copying and updating files).

DEBTS

There is currently a significant amount of outstanding debt for school meals and the before and after-school clubs, which needs to be settled as soon as possible. To prevent debts from building up in the future, payments should ideally be made on a weekly basis.

If the outstanding balances are not settled, your child may be unable to access school meals or attend clubs until these monies have been cleared.

PARKING

The Safeguarding Survey has highlighted that children feel unsafe on the turning circle and on busy roads close to the school. They have asked our PCSO team to revisit school to monitor behaviour on the turning circle to make sure road users are following the rules which I have recapped below:

- NO PARKING ON THE TURNING CIRCLE.**
- The turning circle is to be used for drop off only.**
- Nobody should be going up the kerb.**
- No double parking.**
- No reversing.**
- Where possible, children should be dropped off away from school and walk or be walked in.**

SAFEGUARDING FEEDBACK

I hope you have had time to read and digest our March 2026 Safeguarding Survey feedback. Capturing the views of families and children in school, has helped me to co-ordinate follow-up actions to ensure our children’s safety both in and out of school. I would like to draw your attention to the following actions which we are taking:

- The school gates will be fixed and operational by Tuesday 24 March 2026.**
- The Worry Box will be relaunched during Collective Worship on Monday 23 March 2026.
- Children will complete a further on-line Safeguarding Survey during the Summer Term.
- Mr Bott will be taking a group of pupils from across the school on a ground walk to inspect the perimeter and identify any maintenance issues.
- Mr Mulhall will investigate social media options which are more secure and locked down only to our Tintwistle families. We hope to be able to move forward with this by the start of the next academic year.
- High Viz jackets will be ordered and lunchtime staff will start wearing these from the Summer Term.
- Safeguarding Governor - Vicki Baker will come into school to review our computing and ICT curriculum during the Summer Term and she will meet with computing lead and capture pupil voice.

CLUBS

				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Join us on Monday for a relaxing start to the week! If you like playing games, colouring, reading books and generally having a bit of a chill, Mindful Monday’s could be for you!	Tuesday’s are all about exploring scientific concepts through fun, crafty activities, from exploring shadows to learning about floating and sinking, this is a great club to get stuck into.	If you love the outdoors, this is the club for you! Chuck your wellies on and get round the camp-fire for story-telling and tasty, toasted marshmallows, as well as a load of outdoor games and activities!	Perhaps you are a budding chef who wants get their cook on in the kitchen. Highlights of the Summer Term include: Thai chicken nuggets and noodles, Nutella flapjack and tasty potato skins.	Join us on Friday for a chilled out session to lead us into the weekend. Perhaps you like colouring, making paper aeroplanes, reading a book or playing some games. This could be the club for you.

DATES

27 March - 10 April	INSET/Closed for Easter
13 April	School re-opens for all children
15 April	Bikeability - groups tbc
16 April	Bikeability - groups tbc
16 April	KS1 Cricket at Glossopdale - 9.15am
17 April	Bikeability - groups tbc
23 April	Bikeability - groups tbc
24 April	Bikeability - groups tbc
30 April	Year 5/6 Cricket at Hayfield CC - 1.00pm
4 May	Bank Holiday
11-15 May	SATs Week (Year 6 must be in)
22 May	INSET
25 - 29 May	School closed
1 June	School re-opens for all children
22 June	INSET
6 July - 10 July	Sports week (Sports Day tbc)
13 July - 17 July	Leavers week - watch this space
16 July	Reports out
24 July - 3 Sept	School Closed
4 September	INSET
7 September	School re-opens for all children
10 September	School photographs

VOLUNTEERS

COME AND JOIN THE TINTWISTLE SCHOOL FAMILY

As a thriving, busy Primary School who do things a bit differently, we are always on the lookout for volunteers to come and get stuck in!

Whether you have a penchant for gardening, a love of reading to children, an artistic flair to share, or a niche skill like knitting, crocheting, embroidery etc, we would love to hear from you.

It might be that you are looking for some experience in primary education for your future career goals; either way you can be assured of a very warm welcome.

Please do get in touch with Mr Mulhall in the first instance to enquire about opportunities in school.