



EAGLE PARK SCHOOL NEWSLETTER 67

Friday 16th May 2025

Summer Term 2025

Dear Parents, Carers and Students,

This week our students have been busy learning about the Rights of Children and looking at the UNICEF Bill of Rights for children. All the classes have been working hard on our horticultural projects and thanks to Miss Charlotte all our young people will soon be taking part in a sunflower growing competition.

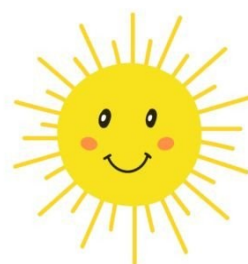
Next week classes are taking part in school trips and will be visiting places like Hanwell Zoo, the Science Museum, Snakes and Ladders and Putting in the Park. Next week is Healthy Eating Week, so prepare for some healthy recipes and lots of photos of our students learning what they should be eating and encouraging their teachers to do the same.

After half term we will be holding our final coffee mornings of the year and look forward to seeing you all at these events.

We wish you all a very happy and relaxing weekend!

Margaret Carey

Headteacher



Term start date:	Tuesday 22nd April 2025
Term Ends:	Tuesday 22nd July 2025
Half Term:	Monday 26th May to Friday 30th May 2025
Summer Term Break starts:	Wednesday 23rd July 2025

Class News

Crane Class



The students this week have worked really hard and we have had a lot of fun! The sunny weather allowed us to take our PE and horticulture lessons outside to the playground which the students all really enjoyed.

In OT, we have continued with our Fun with Food program, this week we have been exploring biscuits! The students have loved breaking up the biscuits into 'sand', creating shapes and playing matching games, making biscuits balls and rolling them down ramps- it has been a lot of fun!

In Literacy, we have continued to sentence build with our 'The Snail and the Whale' story. We have also had a focus of reading this week as the students are really enjoying their Eager Eagles time!

In Numeracy, we have continued to practice addition within 10 using number lines, and are beginning to use games/puzzles to visualise the quantities.

In horticulture this week, the students planted basil and cress. The students really enjoy gardening because of the sensory aspect and are enjoying learning the steps of the growth.

We repeated our milk swirling experiment in Science again as the students found it so interesting. The SaLT aspect of the lesson encourages the students to communicate exactly what they want to see, which makes for a very cooperative and fun lesson!

Thank you for a lovely week Crane class!

Class News

Robin Class



Well done, Robin Class, for another fantastic week of learning!

This week, we explored **Spanish culture** through the creation of **Veggie Tacos**, encouraging independence, creativity, and careful attention to texture and flavour. The children thoroughly enjoyed the process and worked confidently with minimal support.

In **English**, we continued reading *The Outlaw Varjak Paw*, using inference skills to understand characters' emotions and summarise each chapter as a group. In **Maths**, we worked on using **inverse operations** to solve subtraction problems, and with group work and anchor charts, many children made excellent progress.

Our **Robin Reporters** began preparing their own class newspaper, researching topics such as climate change, fashion and technology. We focused on identifying features of tabloids and broadsheets, and practised direct and indirect speech.

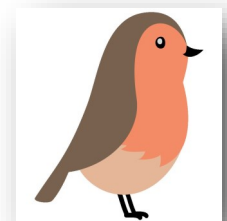
In **Art**, we created mixed-media self-portraits inspired by **Frida Kahlo**, using iPads and collage to explore identity.

We also discussed **UNICEF's Rights of the Child**, creating posters to raise awareness.

Quote of the Week:

"Every child is an artist. The problem is how to remain an artist once we grow up."

— Pablo Picass



Class News

Dove Class



This week in Dove class, we explored children's rights and welcomed our newest class member. In PSHE, we continued our focus on healthy living, specifically discussing illness and ways to feel better.

In English, we examined communication in our environment while making our way to the park on a lovely sunny day. Back at school, we applied our learning to graphic novels, learning to extract additional context from both images and words in a scene.

In PE, we are working on group sports and helping each other complete a common goal. We play BOLF, balancing and moving different objects that don't balance well in an athletics race.

In math, we continued our study of time, applying clocks to different sequenced contexts. In computing, we worked on adding data to stories or databases using Excel and other apps, with some students starting to apply the =SUM function to their work. Lastly, in art, we began preparations for our upcoming art exhibition.

Class News

Goldfinch Class



This week, we explored the life of Florence Nightingale. Our class enjoyed learning about her incredible contributions to healthcare.

Our science lessons took us deep into the rainforest and jungle, where we discovered fascinating animals and their habitats.

Inspired by our science topic, Goldfinch created a beautiful jungle collage. Our creativity brought the vibrant rainforest to life on paper.

In computing, we are practicing using pixel art, using technology to design colourful and imaginative images one pixel at a time.

In Maths, we continued learning about fractions. Using practical examples and games it helps Goldfinch build confidence and understanding.

While in food tech, the highlight of the kitchen was making chicken tacos!

In PE, we began our tennis unit with some fun and active introductions to basic racket skills.

And lastly, we learned about our Rights. We created meaningful hand-in hand art pieces reflecting unity and diversity.



Class News

Phoenix Class



This week we have made the most of the good weather and enjoyed an extended Horticulture session planting a sensory herb garden and some fruit and vegetables. We focused on planting skills to ensure the plants have enough room and are not damaged during the process.

In Art, we looked at the beautiful Talavera patterns from Puebla in Mexico and created our own designs which we will put on lino next week.

In Fitness, we have been putting our new boxing equipment to use with the students focusing on different skills at each of the exercise stations.

EAGLE PARK SCHOOL NEWSLETTER



Students are nominated weekly for a class award.

This week's EPS Eagle
Class Award goes to:



Crane: Karvel

“For his confidence with reading aloud”

Robin: Shanzah

“For recognised for her kind and confident greetings to visiting parents”

Dove: Alan

“For communicating and performing all of the actions in our OT and SALT”

Goldfinch: Jakub

“For trying his best finishing all his tasks and showing cheerfulness everyday”

Phoenix: Lewis

“For his incredible effort during our Horticulture lesson.”



EAGLE PARK SCHOOL NEWSLETTER

Eager Eagles Reading Time

A new flexible approach for the whole school. Each class will be reading books each day, at the same time, helping to create a shared sense of focus and enthusiasm for reading and books.

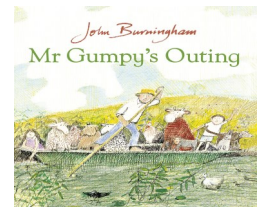
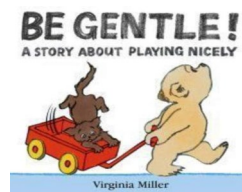
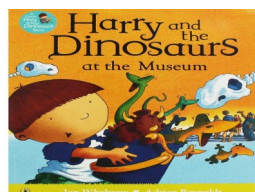
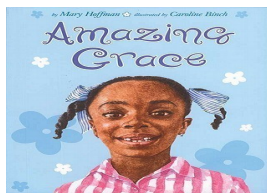
Goldfinch Class

Amazing Grace by Mary Hoffman

Harry and the Dinosaurs at the Museum

Be Gentle A story about playing Nicely by Virginia Miller

The Three Little Wolves and the Big Bad Pig by Eugene Trivizas and Helen Oxenbury



Crane Class

'The Snail and the Whale' by Julia Donaldson and Axel Scheffler

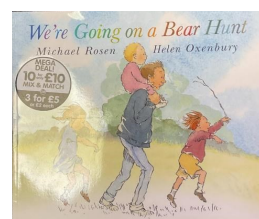
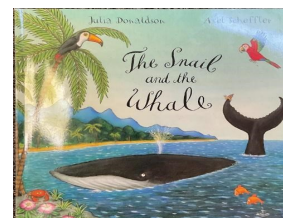
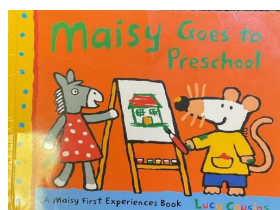
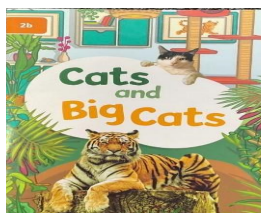
'We're Going on a Bear Hunt' by Michael Rosen and Helen Oxenbury

'Ben' by Twinkl

'Cats and Big Cats' by Twinkl

'Raven' by Gerald McDermott

'Maisy Goes to Preschool' by Lucy Cousins



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Eager Eagles Reading Time

A new flexible approach for the whole school. Each class will be reading books each day, at the same time, helping to create a shared sense of focus and enthusiasm for reading and books.

Robin Class

The Diaries of Robin's Travels –Rio De Janeiro by Ken and Angie Lake

Little book Big Idea what is Music by Noodle Juice

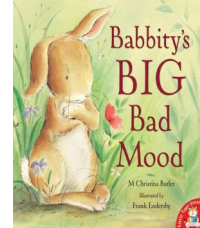
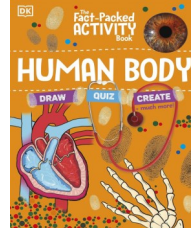
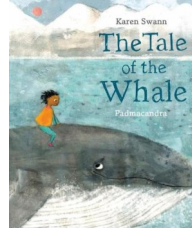
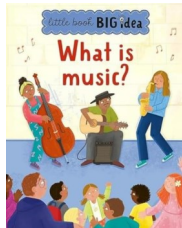
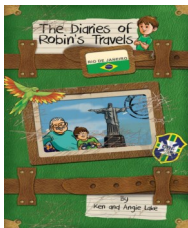
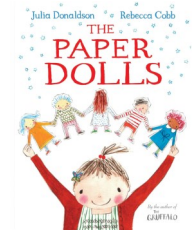
The Big Angry Roar by Jonny Lambert

The Tale of the Whale by Karen Swann

The Fact-Packed Activity book –Human Body by DK

Babbity's Big Bad Mood by MChristina Butler

The Paper Dolls by Julia Donaldson and Rebecca Cobb



Dove Class

I love you to the moon and back - Tim Warnes

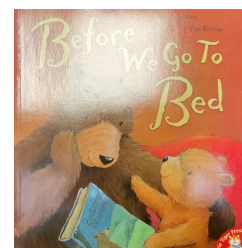
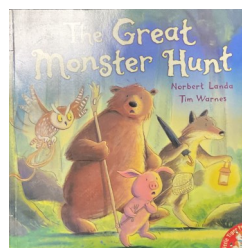
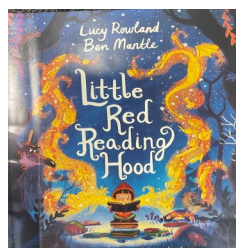
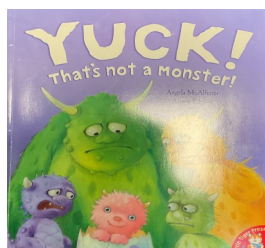
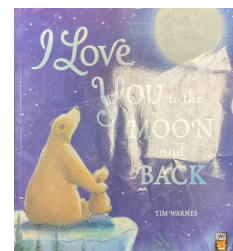
Yuck that's not monster - Angela McAllister

Little Red Reading Hood - Lucy Rowland, Ben Mantle

Before We Go to Bed - Sue Mongredien and Cee Biscoe

Goodnight Toucan - Joannae Partis

The Great Monster Hunt - Norbert Landa and Tim Warnes



EAGLE PARK SCHOOL NEWSLETTER



You are invited to have coffee and refreshments with the headteacher and class teacher!

☕ Monday 9th June - Phoenix Class @ 9.30am

☕ Tuesday 10th June - Goldfinch Class @ 9.30am

☕ Wednesday 11th June - Dove Class @ 9.30am

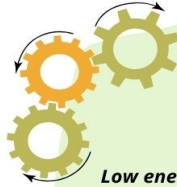
☕ Thursday 12th June - Crane Class @ 9.30am

☕ Friday 13th June - Robin Class @ 9.30am

For the students moving into our Secondary school in September or the year after, there will be the chance to see the new site and to discuss the school's plans to sign up for Accreditation. For the younger students, there will be the chance to discuss, among other things, our Healthy Eating campaign.

EAGLE PARK SCHOOL NEWSLETTER

THERAPY PAGE



Blue Zone



Low energy emotions like sad, tired, bored, or feeling unwell

How the body may feel:

- Slow or sleepy
- Slouched posture
- Doesn't want to join in or talk much

What you might notice:

Your child might seem withdrawn, look tired, or say they're bored. They may find it hard to get started on tasks or play.

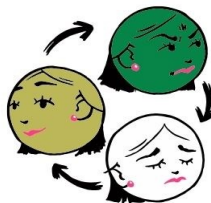
Helpful strategies at home:

- Play energising music and dance around together
- Do movement-based games like Simon Says or animal walks
- Go for a walk, or get some fresh air in the garden
- Offer a cold drink or crunchy snack (like apple slices or carrots) to wake up the senses
- Set small, fun tasks to help them feel successful and get going again



OCCUPATIONAL THERAPY

SPEECH & LANGUAGE THERAPY



Alexithymia

Alexithymia is a condition where a person has difficulty identifying and describing their emotions.

Key features:

- Difficulty recognising what emotions they are experiencing.
- Difficulty describing how they are feeling using words.
- Difficulty imagining situations that may evoke different emotional responses.
- A tendency to focus on factual details rather than emotional responses to situations.

Top tips to support a child/young person with alexithymia:

- **Create a safe space** where all emotions are accepted and validated.
- Encourage **open, non-judgmental conversations about feelings**, even if it takes time for them to respond.
- Support your child to **develop interoceptive awareness** (recognising bodily sensations and associating it with different emotions - e.g., stomach rumbling when 'hungry').
- Develop your child's **emotional vocabulary by modelling how you are feeling and how you think your child may be feeling** through objective labelling (e.g., "I see that you're crying") or through using "I wonder" statements (e.g., "That was a big yawn! I wonder if you're feeling tired.")

EAGLE PARK SCHOOL NEWSLETTER



Dates for your Diary

School Enterprise Event- Friday 6th June

parents & carers are welcome to attend

Coffee Mornings -

Monday 9th June – 13th June.

please see next page for full details

Whole School Class Photos–

Friday 20th June.

EPS Art Exhibition– Friday 27th June

Please see poster for full details

EPS School Sports Day– Friday 11th July

Graduation Day (Year six students)-

Friday 18th July

EAGLE PARK SCHOOL NEWSLETTER



Cultura Viva:

ART EXHIBITION

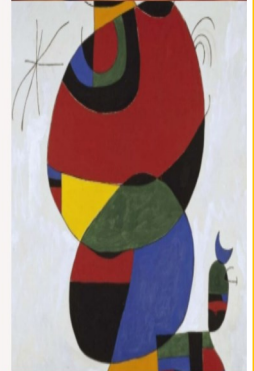
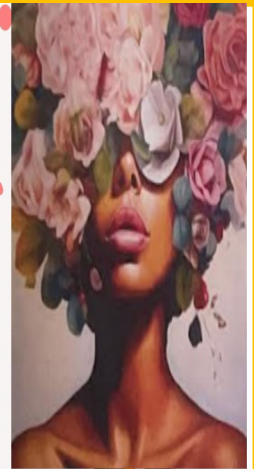
Exploring Identity Through Art

at Gunnersbury Park Museum, W5 4NH

Friday 27th June 2025 at 1pm - 4pm

Please note: The Exhibition is held in The Long Library, Rothschild Room

WWW.EAGLEPARKSCHOOL.CO.UK



EAGLE PARK SCHOOL NEWSLETTER

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one topic of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.



It can be challenging for parents and carers to know whether children are spending too much time on their devices. Furthermore, it's even more of a challenge to know whether a child is addicted to the internet and social media. As technology is becoming more pervasive, children and young people are experiencing tech-related dependencies. Do we as parents and carers have the knowledge to identify and support children and young people who may be developing an addiction to their devices?



47%
of parents
said they thought their
children spent too much
time in front of screens



What parents need to know about SCREEN ADDICTION



HEALTH & WELLBEING

Children as young as 13 are attending 'smartphone rehab' following growing concerns over screen time. There are now help centers in the UK which deal with screen addiction for children and adults showing the seriousness of device addiction. The World Health Organisation (WHO) has officially recognised gaming addiction as a modern disease. The condition was confirmed as part of their International Classification of Diseases (ICD) which serves as an international standard for diagnosing and treating health conditions.

LACK OF SLEEP

7 out of 10 children said they had missed out on sleep because of their online habits and 60% said they had neglected school work as a result. It is important that children get the sleep they need in order to focus the next day.

LOSS OF INTEREST IN OTHER THINGS

Your child may become less interested in anything that does not include their device. You may notice that your child is missing school time and generally being less engaged with other activities in the home. It is important to discuss this with your child as soon as you notice a behaviour change.



CONFIDENCE, SUPPORT & ADVICE

The Children's Commissioner report 'Life in Likes', explored how children aged 8-11 are using social media today. It showed that children are using their devices to speak to their online friends about their problems and seek acceptance and support, removing face to face interactions.

APPS CAN BE ADDICTIVE

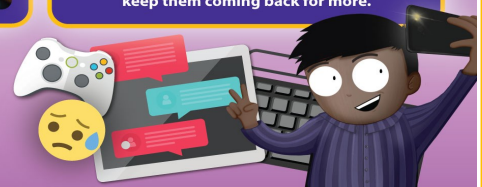
Apps have been designed with 'psychological tricks' to constantly keep grabbing your attention. One example of this is on the app Snapchat, where you can gain 'streaks' when interacting with your friends. If you don't respond, you lose the streak. This addictive nature of apps aims to engage children and keep them coming back for more.



**National
Online
Safety®**



Top Tips for Parents



LIMIT SCREENTIME

In today's digital age, technology is an important part of a child's development so completely banning them from their device will mean they are missing out on a lot, including conversations and communication with their friends. Rather than banning them from using their devices, we suggest setting a screen time limit. Work out what you think is a suitable and healthy amount of time for your child to be on their device per week. Remember that your child may need to use devices for their school homework so only set screen limits on recreational time on their device. Once you have established this, have the conversation with them to discuss why you are implementing a screen limit. There will be others in your child's friendship group who will not have screen limits set and will be sending messages when they do not have access to their phones.

LEAD BY EXAMPLE

Children model their behavior on their peers, so if their parents are constantly on their device, they will see this as acceptable. Try limiting your own screen time and follow the same rules you have set for them. If you have asked your child to not use their device at the table, make sure you don't. Try setting house rules that the whole family abide by.

LESS TIME MEANS LESS EXPOSURE

There are many risks associated with devices, such as cyberbullying, grooming, sexting, viewing inappropriate content etc. Less time spent on a screen means that a child will be less exposed to these risks.

MOBILE-FREE MEAL TIMES

Have you tried to settle your child by giving them a tablet at the dinner table or restaurant? This may seem like a quick fix to calm them down but in reality, it is encouraging them to use their device as a distraction from conversation and dealing with their emotions. We suggest removing all technology from the dinner table and having conversations with your family about how their day has been.

REMOVE DEVICES FROM THEIR BEDROOM

Setting a rule about removing devices from bedrooms will help your child to get the sleep they need and be more focussed the next day at school. 20% of teenagers said that they wake up to check their social network accounts on their devices. Even by having a device switched off in their bedroom, they may be tempted to check for notifications.

ENCOURAGE ALTERNATE ACTIVITIES



It may seem like an obvious solution, but encouraging children to play with their friends, read a book, or playing outdoors will help them realise they can have fun without their device. Playing football, trampolining, camping, going for a walk or swimming are all healthy replacements for screen time. Try to join them in their Outdoor activities to show your support.

STATISTICS

52% of children aged **3-4**
go online for nearly **9hrs** a week

82% of children aged **5-7**
go online for nearly **9.5hrs** a week

93% of children aged **8-11**
go online for nearly **13.5hrs** a week

99% of children aged **12-15**
go online for nearly **20.5hrs** a week

Children and Parents: Media Use and Attitudes Report 2018

SOURCES:
<https://www.independent.co.uk>, Children and Parents: Media Use and Attitudes Report 2018; <https://www.ofcom.gov.uk>, <http://uk.businessinsider.com/how-app-developers-keep-us-addicted-to-our-smartphones>, Journal of Youth Studies; <https://www.mirror.co.uk/tech-one-five-kids-losing-sleep-2653396>, University of Leeds; https://medhealth.leeds.ac.uk/news/article/1296/tech_of_career_damaging_for_children

www.nationalonlinesafety.com

Twitter - @natonlinesafety

Facebook - /NationalOnlineSafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 12.06.19

EAGLE PARK SCHOOL NEWSLETTER

Labelling items

Please ensure every item of your child's clothing - including gloves and hats - is labelled with their name. This ensures items can be returned to their owner and saves time when getting ready to go outside. We have some items of clothing that can never be returned to their rightful owner because they are not labelled.



Reporting pupil absence



In line with our Attendance Policy, parents/carers must telephone the school (0203 8765076) or sent an email to admin@eagleparkschool.co.uk to inform us of the specific reason for their child's absence on each day of absence (unless the illness is prolonged, e.g. chicken pox). Symptoms must be provided; advising that children are 'sick' or 'unwell' does not give enough information. In accordance with Government recommendations, a pupil suffering from diarrhoea and/or vomiting must remain off school for 48 hours before returning. For example, if they are sent home from school on a Tuesday after being sick, they can return on Friday, provided there are no further episodes of vomiting on Wednesday or Thursday.

EAGLE PARK SCHOOL NEWSLETTER



Eagle Park School Term and Holiday Dates Academic Year 2024-2025



September 2024							October 2024							November 2024							December 2024							
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Autumn Term:		Starts: Monday 2 September 2024 Ends: Friday 20 December 2024 Half Term: Monday 28 October to Friday 1 November Christmas break starts Monday 23 December 2024 and ends Friday 3 January 2025	75 days	Public holidays during 2024 – 2025	
Spring Term:		Starts: Monday 6 January 2025 Half Term: Monday 17 February to Friday 21 February 2025 Ends: Friday 4 April 2025 Easter Break starts Monday 7 April and ends Monday 21 April 2025	60 days	Christmas day Boxing day New Years day Good Friday Easter Monday Early May bank Holiday Spring bank holiday Summer Bank holiday	Wednesday 25 December Thursday 26 December Wednesday 1 January Friday 18 March Monday 21 April Monday 5 May Monday 26 May Monday 25 August
Summer Term:		Starts: Tuesday 22 April 2025 Half Term: Monday 26 May to Friday 30 May 2025 Ends: Tuesday 22 July 2025 Summer Break starts Wednesday 23 July 2025	60 days 195 days		

= School day
 = School holidays
 = Staff inset day
 = Bank holidays

EAGLE PARK SCHOOL NEWSLETTER

Updates to contact details

If you need to update your contact details, or the details of one of your emergency contacts, please email the school office

admin@eagleparkschool.co.uk with the new information as soon as possible.

Contacting our school office

Our school office hours are 8:00am-3:45pm; by telephone (0203 876 5076), and by emailing **admin@eagleparkschool.co.uk**. All emails for staff are sent to this account; staff's personal email addresses must not be used. Emails are read throughout the school day; we aim to respond to non-urgent emails within five school days. If our office team are unable to answer your telephone call, please leave a message. Your call will be returned as soon as possible.

As a reminder any Safeguarding or urgent enquires you can email Admin on **admin@eagleparkschool.co.uk** or Telephone and leave a message on (0203 876 5076) out of school hours.

Our School Aim

To give our pupils a purpose & equip them for their future.

To build positive relationships with all stakeholders.
Celebrate success & achievement, no matter how big or small.

Our School Vision

More than just a school, we are a community with a culture and ethos that embodies "togetherness". We work hand in hand to develop curious and confident children with an understanding of how to be socially, morally, spiritually and culturally aware

Our school Values

Our 3E's promote self esteem and confidence

Effort - I will always do my best

Equality - I will always respect others

Empathy - I will try and understand how you feel