



Cedars Manor School Newsletter

Issue 5 — 6th February 2026



DATES FOR THE DIARY

10th February—Fir Electricity Workshop—HEHS

10th February—YR1 Cooking

12th February—YR 3 Ancient Egyptian Day

13th February—YR6 Natural History Museum Trip

26th February— YR 6 SATs Parent Workshop

03rd March—School Council Parliament Trip

06th March—Elm Class Assembly

11th March—YR 3 Mosaic Synagogue

12th March—Class Photos

13th March—Rowan Class Assembly

17th March—YR2 Kew Gardens Trip

OVERALL ATTENDANCE – **93.59%**
Week ending 06/0/2026

	Class	%	No of Pupils late	No of lates
1	Elm	99.29	3	5
2	Yew	96.79	1	1
3	Maple	95.56	3	6
4	Rowan	94.78	2	3
5	Hazel	94.74	1	2
6	Lime	94.4	2	4
7	Fir	93.91	1	1
8	Hawthorn	93.33	3	3
9	Beech	93	4	6
10	Sycamore	92.31	3	5
11	Cherry	92.07	5	8
12	Spruce	92	3	5
13	Pine	86.15	1	1

The whole school attendance is **93.59%** this week, which is **BELOW** the school average of **96%** and **BELOW** the National average of **95%**

It is very important that your child is in school EVERYDAY and ON TIME, so that they can make progress in their learning. Parents must have a valid reason for keeping a child at home. Children have **13 weeks** of holiday time. Family holidays should be taken during this time only.

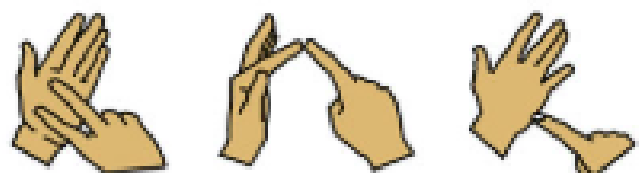
LET'S GO ZERO

Cedars Manor School is proud to be part of the Let's Go Zero campaign, working with a dedicated Climate Action Advisor to create a tailored Climate Action Plan and embed sustainability into every aspect of school life. We are committed to becoming a zero-carbon school by 2030.

To join us visit: <https://letsgozero.org/join/>



SIGN OF THE WEEK



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NATIONAL STORYTELLING WEEK

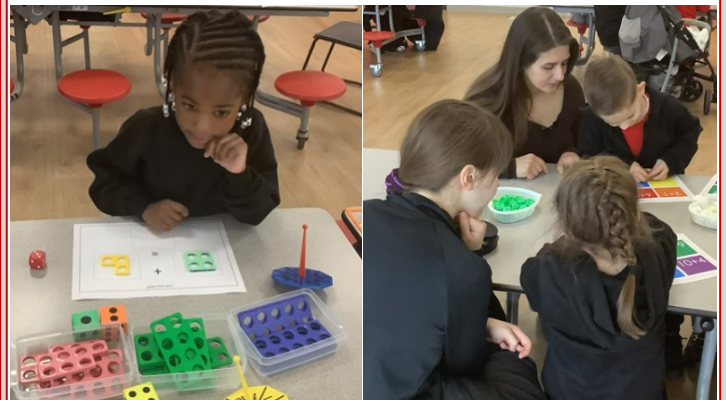
This week in school we have celebrated National Storytelling Week. The children have enjoyed taking part in a number of exciting activities to promote storytelling and develop their imagination and oracy skills across the week.

To launch the week, on Monday, the Year 6 pupils led a storytelling session with all year groups where they made up a story based on an image. It was a fantastic afternoon, the buzz in the room was infectious and the children were keen to develop their storytelling ideas.



RECEPTION PARENT MATHS WORKSHOP

On **Wednesday 4th February**, Reception children and parents took part in a Maths workshop. It was a fantastic session that showcased all the different strategies and techniques used to teach maths in EYFS. Thank you to all the parents who attended, we hope that you will try out some of the activities yourselves at home.



YEAR 4 PEDESTRIAN TRAINING



On **Thursday 5th February**, Year 4 took part in Pedestrian Training delivered free by For2Feet. It was an excellent opportunity for our pupils to understand road safety as a pedestrian, and learn skills to keep them safe.

Children learned the following skills:

- Finding a safe place to cross the road
- The correct use of pedestrian crossings such as zebra/pelican/island that are close to the school
- How to cross at junctions and near parked cars
- The importance of wearing bright clothing
- The dangers of cars reversing from driveways, across the pavement.
- The dangers of being distracted such as wearing headphones or using a mobile phone.

The children gained a lot from the workshop and were very sensible whilst out on the road.



HALF TERM CREATIVE WRITING COMPETITION

Take part in our creative writing competition. Deadline **Tuesday 24th February**.

Can you continue the story that was started by one of our pupil story teller groups using the image below. You can write or draw the end of your story or ask an adult to scribe for you.

We are really excited to receive your entries,. These entries can be sent to office@cedarsmanor.harrow.sch.uk or given to the class teacher. Our school council will be judging the entries and prizes will be given to winning entries.



There once was a witch who could turn anything from a book into real life. One day, she mysteriously disappeared and rumors were that she accidentally cast a spell upon herself that trapped her into a book for all eternity.

Thousands of years went by, until one day, in a library, a little girl finds herself picking up a glowing book. As she began to turn the pages a swirling blue mist formed around her, sucking her into...



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CALLING ALL YOUNG BAKERS!

Applications for **Junior Bake Off** are now open. If you're aged **9–15** and love getting creative in the kitchen, this is your chance to show off your baking skills on TV!

Deadline: 15 March 2026

Apply now at [applyforjuniorbakeoff.co.uk](https://www.applyforjuniorbakeoff.co.uk)

APPLICATIONS ARE NOW OPEN

JUNIOR BAKE OFF

[WWW.APPLYFORJUNIORBAKEOFF.CO.UK](https://www.applyforjuniorbakeoff.co.uk)

AGED BETWEEN 9-15 AND WANT TO GIVE YOUR BAKING SKILLS A GO?

WE WANT TO HEAR FROM YOU!

LAST CHANCE TO APPLY 15TH MARCH 2026



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LEARNING AT CEDARS MANOR SCHOOL

Nursery

We have been learning: about the story 'The magic porridge pot', exploring the texture of dry porridge and wet porridge. We also worked with our parents at our potion making workshop and explored different stories for storytelling week

You can help at home by: reading different stories and getting your children to tell you a story by looking at the pictures.

Reception

We have been learning: about the story The Colour Monster and discussing our feelings

You can help at home by: asking your child what makes them happy and makes them feel they belong.

Year 1

We have been learning: about how trains help people and communities.

You can help at home by: Talking about trains in everyday life. Ask " How do trains help people get to where they need to go?"

Year 2

We have been learning: how to write a report about an imaginary bog baby

You can help at home by: talking with your child about their own bog baby and help them think of simple facts. They can also remind them to write clear sentences with capital letters and full stops.

Year 3

We have been learning: how to use prepositions in our writing

You can help at home by: demonstrate the relationship between two objects using prepositions such as 'on', 'in', 'next to' and 'beside'

Year 4

We have been learning: all about being safe pedestrians.

You can help at home by: asking your child the rules and top tips discussed in the training.

Year 5

We have been learning: how stirring can affect how quickly a solute dissolves in water

You can help at home by: conducting a simple experiment using sugar to evaluate how stirring affects the rate at which it dissolves in water

Year 6

We have been learning: how animals have adapted to their environment

You can help at home by: asking your child to explain to you how they think different animals have adapted to their environment.

Thank you for supporting your child's learning at home. Your involvement helps to reinforce what they've been doing in school and makes a big difference in their progress!

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

10 Top Tips for Parents and Educators

SUPPORTING SAFE USE OF AI

Artificial Intelligence (AI) is increasingly woven into young people's digital lives. It can offer some educational benefits and day-to-day assistance; however, it also raises concerns about misinformation, privacy, fairness, and safety. This guide provides parents and educators with practical strategies to support young people to navigate AI tools responsibly, and to use them safely and with discernment.

1 DEMYSTIFY WHAT AI REALLY IS

Children encounter AI in most online places, including games, streaming platforms, and school tools. Explain that AI uses patterns from past data to make decisions, but it doesn't think or feel like humans. Use age-appropriate examples, like how recommendations on YouTube or Netflix work, to build understanding and prevent false beliefs about AI being all-knowing or alive.

2 TALK ABOUT RISKS OF MISINFORMATION

AI can create convincing false information, including deepfake videos, photos, and fake 'facts'. Encourage children to think critically about what they see and read. Teach them to double-check information using reliable sources, to look at images and videos carefully, and to ask an adult if something doesn't seem right.

3 DISCUSS DATA AND PRIVACY

Explain that AI systems learn by analysing lots of data, sometimes including personal information. Help young people to be mindful of what they share online and why protecting personal data matters. Model good habits like reading app permissions together or reviewing what's collected by voice assistants like Alexa or Siri.

4 ENCOURAGE CREATIVE USE OF AI

Support children, when using AI tools, to explore ideas, make art, or build projects. This fosters confidence, imagination, and independent thinking. When children use AI creatively, rather than just passively consuming it, they are more likely to stay engaged and make thoughtful choices.

5 USE AGE-APPROPRIATE AI TOOLS

Not all AI platforms are suitable for children. Choose tools designed for education or creativity, with clear safety policies. Review terms of use and privacy settings, and help children use them in age-appropriate ways. For example, some chatbot tools mimic conversation but should only be used with guidance and boundaries in place.

6 USE AI TOGETHER

Exploring AI tools together can help adults understand how they work and spot potential issues. Try co-writing a story with an AI writing assistant or experimenting with an AI art tool. This encourages curiosity, helps you stay informed about the latest AI tools, and allows you to reinforce safe and respectful use while modelling critical thinking.

7 SET BOUNDARIES FOR AI USE

Establish when, where, and how AI tools can be used, just as you would with any digital technology. For example, you might agree not to use AI tools to complete school assignments without permission, or to avoid unsupervised use of voice assistants. Consistent boundaries help manage overuse and misuse.

8 WATCH FOR OVERRELIANCE

Some AI tools, like homework help apps, may be tempting shortcuts. Encourage children to use AI to support their thinking, not replace it. Celebrate effort and process over perfect answers. Reinforce that mistakes are part of learning and that relying too heavily on AI can limit real understanding.

9 TEACH DIGITAL ETHICS AND LITERACY

Help children explore how AI works, where it might be biased, and why ethical thinking matters. Building digital literacy alongside ethical awareness ensures children engage with AI critically, not just conveniently. Help young people to understand that not all people use AI for legitimate purposes; some use it for malicious reasons. Encourage questions about fairness, representation, and who benefits from certain tools; talk about algorithms, echo chambers, and the impact of automation on daily life.

10 STAY CURIOUS AND INVOLVED

AI is developing rapidly, and staying informed helps you support the young people in your care. Follow trusted sources for updates and keep the conversation going. If a child brings up a new AI trend or tool, take the opportunity to learn about it together. Showing interest builds trust and strengthens digital resilience.

Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

#WakeUpWednesday

The National College

PANCAKE DAY

Crêpe with Lemon and Sugar

Crêpe with Chocolate
Spread



10TH FEBRUARY