



Cedars Manor School Newsletter

Issue 4 — 30th January 2026



DATES FOR THE DIARY

- 04th February—R Parent Maths Workshop
- 06th February—Spruce Class Assembly
- 06th February—Pine Art Workshop—HEHS
- 06th February—Nursery Potion Making workshop (at children centre)
- 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
- 06th March—Elm Class Assembly
- 13th March—Rowan Class Assembly

OVERALL ATTENDANCE – **90.95%**

Week ending 30/01/2026

	Class	%	No of Pupils late	No of lates
1	Sycamore	97.69	2	2
2	Elm	97.14	2	3
3	Lime	96.77	1	1
4	Fir	95.65	1	1
5	Beech	94	3	3
6	Rowan	91.3	2	4
7	Hawthorn	91.06	2	2
8	Yew	90.71	2	3
9	Pine	88.46	0	0
10	Spruce	87	5	5
11	Maple	86.67	3	4
12	Hazel	81.05	2	3
13	Cherry	80	6	9

The whole school attendance is **90.95%** 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.



DISABLED PARKING SPACES

We have noticed an increase in vehicles parking in the disabled bays outside the school. These spaces are reserved exclusively for parents and children with disabilities and must only be used when a valid blue badge is clearly displayed.

If you do not have a disability, please do not park in these spaces. Misuse of disabled parking makes it very difficult for members of our community to access the school safely and comfortably.

Thank you for your understanding and for helping us keep our school accessible to everyone.

SIGN OF THE WEEK



DENTIST

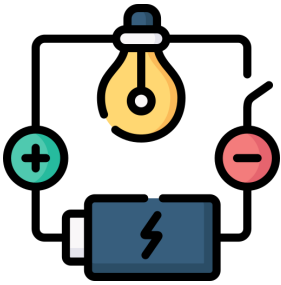


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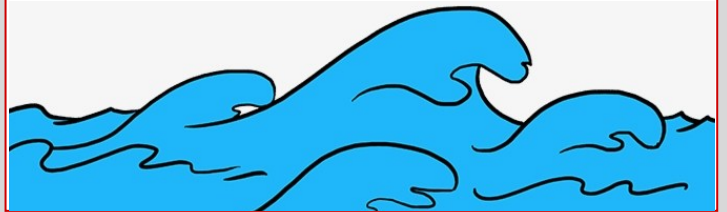
YR 5 SCIENCE WORKSHOP

On Tuesday 27th January, Year 5, Fir Class went to Hatch End High School to take part in a Science workshop, learning about electricity and circuits. It was a practical, hands on session and the children had a fantastic experience. HEHS commended our pupils on their excellent behaviour and attitude towards their learning.



WATER SAFETY ASSEMBLY

We were lucky to have The River and Canal Trust visit our school to deliver an assembly to our pupils on water safety. This assembly discussed the importance of being safe if they are ever near rivers, canals or the sea. It was a very informative assembly and addressed hazards that can be presented near places of water. Speak to your child about the assembly and ask them to tell you the possible dangers and what they should / could do in an emergency.



UNIFORM EXPECTATIONS



We have recently noticed an increase in pupils wearing incorrect uniform. We would like to take this opportunity to remind families that we have high expectations for school uniform, and pupils are expected to adhere to the requirements that have been set.

All pupils should wear **plain black school shoes**. Trainers, boots, or shoes in other colours are not permitted. For **PE**, pupils should wear **plain black trainers** only.

PE kits should consist of **plain black joggers and a plain black jumper**, with no branding or logos. These should be worn with a **plain T-shirt in the pupil's house colour**.

We appreciate your continued support in maintaining our high standards and ensuring pupils arrive at school correctly dressed and ready to learn.





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STORYTELLING WEEK



Next week is National Storytelling week, **2nd - 6th February**. Children are natural storytellers. When our younger pupils play with dinosaurs, dolls, or cars they use their imagination to tell stories. If you join in with them and tell stories together, you'll be introducing new words, and ideas, supporting their imaginations and vocabularies.

Try to find little moments throughout the day to share and tell stories together. Remember, there's lots of different ways to do it:

- Choose books to look at together.
- Re-tell a favourite story together.
- Tell a story while you're out and about

Some examples of activities you can do to support storytelling with your children can be found below.

Tips for storytelling at home

Storytelling together is a great way to support your child's early speech, language and communication skills.

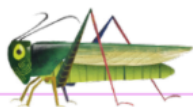
We've been learning about storytelling and making up stories about bugs. You can continue these stories at home or make up your own. Try to find little moments throughout your day to share and tell stories together.



Turn your journey home into a story. Ask your child to point out things they notice. Talk about them together, and maybe make up a story about them. *"I see a slug on its way to..." "The spider is hiding ..."*



Join the library. It's free! You can visit together to look at and borrow books, or join a story and rhyme session, or author event.



Share a story. Try to find a little time every day to look at books or tell stories together. When you read their favourites, it makes it easier for children to join in and get involved with the story telling. Children love reading the same book again, and again.

Storytelling games to play at home

Try out these storytelling games at home with a family member or friend.

ABC story-making

Create a story together from thin air! You'll need two or more players. One person starts with a sentence beginning with "A," the next continues with a sentence starting with "B," and so on through the alphabet. Take turns adding sentences to see where your story goes.

Now, bring your story to life with sound. Can you add a rhythm, sound effect or background beat to match what is happening? Let the words become the soundtrack to your imagination!

Storytelling with real stories

Ask a friend or family member to tell you a story about their life. Prompt with questions, e.g., "What was the naughtiest thing you did when you were a child?" or "What is the funniest thing that's happened to you?" Then, tell the story to someone else, adding extra bits to make it more dramatic.

As you retell the story, think about the sounds that would go with it – laughter, footsteps, music from the time or even a dramatic drum roll. Think about the activity where you heard sounds on your walk and collected your own sound library. Use the sounds in your made-up tale to make the memory sing!

Story-making with objects

Collect 6–8 random small objects in a box or bag. You can use anything – a teddy, a coin or a fork. Take it in turns to pick an object without looking and use it to make up a story together. For example, if you take out a teddy, you could say, "Once upon a time, there was a tiny bear who..." Then, take out another object and decide what happens next: "Once upon a time, there was a tiny bear who found a shiny, gold coin. He picked it up and..." Build a story using all the objects.

As each object appears, think about what it sounds like in real-life, or what it might sound like in your imagination. Could the teddy hum a tune or could you say "mmm" as if you're enjoying food when you pick up your fork? Layer these sounds to create the perfect soundtrack to your story.



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LEARNING AT CEDARS MANOR SCHOOL

Nursery

We have been learning: about different science experiments. We made ice cream, created a bubble mixture and watched a fizzing bottle experiment.

You can help at home by: cooking with the children to investigate what happens when ingredients are combined and how they change when they are cooked.

Reception

We have been learning: about one more than and one less than

You can help at home by: encouraging your child to find **one more** or **one less** than a number during everyday activities.

Year 1

We have been learning: how to make numbers using groups of Tens and ones

You can help at home by: encouraging your child to count objects, group them into tens and ones, and identify how many tens and ones are in a number.

Year 2

We have been learning: about animals in different microhabitats

You can help at home by: exploring different microhabitats, like under logs, in soil and talk about which bugs live there and why.

Year 3

We have been learning: measuring objects using mm, cm and m

You can help at home by: asking the children what they think would be a suitable unit measurement for different household items, and if you have a ruler, to measure them.

Year 4

We have been learning: about dividing numbers by 1 digit with and without remainders.

You can help at home by: asking the children to practice their times tables which will help them greatly for all number work.

Year 5

We have been learning: about the meaning of the word refugee in relation to the book the boy at the back of the class.

You can help at home by: discussing the journey a refugee has to take to get to a safe place and the reasons they have to leave their countries.

Year 6

We have been learning: how to write a newspaper report

You can help at home by: reading newspaper reports with your child and discussing the features. You can also take a look at this website: <https://www.bbc.co.uk/bitesize/articles/z2gk9qt#z2xxfdm>

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.

What Parents & Educators Need to Know about MENTAL HEALTH MISINFORMATION ONLINE

WHAT ARE THE RISKS?

A research study by Ofcom revealed that children aged 9-15 increasingly use online platforms like TikTok for mental health advice, with 50% relying on social media for information. Unverified medical content online is concerning, with the potential to cause confusion, anxiety, or incorrect self-diagnoses. This guide provides expert strategies to help parents and educators tackle misinformation effectively and ensure safer digital experiences for young people.

POPULAR ONLINE SOURCES

Platforms like TikTok and Instagram are two of the main sources of young people's mental health content. Videos and posts frequently feature unqualified influencers, contributing to misinformation, myths, and oversimplifications. While appealing to young audiences, this unverified content can distort perceptions, and create unrealistic expectations and misunderstandings about mental health conditions.

IMPACTFUL PAST TRENDS

Historically, online mental health misinformation has led to harmful trends, including inappropriate coping strategies or sensationalised symptoms. For example, past TikTok trends on self-harm or anxiety 'hacks' have spread damaging advice, underscoring the risk when misinformation is not promptly addressed or corrected by knowledgeable adults.

RISK OF SELF-DIAGNOSIS

Social media's misleading content encourages young people to self-diagnose complex mental health conditions inaccurately. Misdiagnosis can exacerbate anxiety, cause unnecessary worry, or delay essential professional intervention. This has the potential to escalate manageable conditions into more significant mental health issues requiring comprehensive clinical support.

MISLEADING CLINICAL TERMS

Online trends often include the misuse of clinical terms, such as 'trauma' or 'OCD', making serious conditions seem trivial or inaccurately understood. Such misinformation can diminish empathy, and lead young people to misunderstand mental health complexities, potentially preventing them from identifying real mental health issues in themselves or others.

LACK OF FILTERS

Social media platforms struggle to filter misinformation effectively, allowing false content to spread widely and quickly. Without proper guidance, young viewers may not discern fact from fiction, potentially internalising inaccurate beliefs about mental health. This can negatively influence their decisions about seeking professional help or managing mental wellbeing.

REPLACING PROFESSIONAL HELP

Frequent reliance on digital content can deter young people from seeking professional mental health care, substituting expert support with unverified online advice. This substitution can prolong issues, complicate recovery, and reduce the effectiveness of future professional interventions, ultimately impacting overall mental health and wellbeing negatively.

Advice for Parents & Educators

MONITOR ONLINE ENGAGEMENT

Regularly review and discuss a young person's online activity, providing appropriate guidance on discerning accurate content. Tools such as parental controls or co-viewing content can help mediate exposure to harmful misinformation, facilitating safer digital habits and informed critical thinking about mental health.

SCHOOL-HOME COLLABORATION

Strengthen collaboration with educators to integrate digital literacy into the school curriculum, emphasising misinformation awareness. Jointly delivered education sessions on identifying and responding to misinformation can significantly improve pupils' ability to critically assess mental health content, supporting their mental wellbeing effectively both online and offline.

IDENTIFY RELIABLE SOURCES

Teach young people to critically evaluate mental health content by checking credentials, source authenticity, and evidence-based information. Encourage them to refer to trusted medical or educational platforms and to consult healthcare professionals for clarification. This reduces young people's reliance on potentially harmful or misleading online sources.

ENCOURAGE OPEN DIALOGUE

Foster a non-judgemental environment where young people feel comfortable discussing online content. Regularly talking about their online experiences and perceived mental health concerns helps clarify misunderstandings, mitigates misinformation, and builds trust, thereby enhancing their resilience and digital literacy. Model situations where you have sought advice from accurate sources and not solely relied on social media for health advice.

Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd, Director for Wellbeing and Family Services at Leigh Trust, and lead expert for mental health at The National College. Anna specialises in strategic mental health solutions for schools, supporting educators and families to improve resilience, emotional literacy, and overall wellbeing for children across the UK.



The National College®



FEBRUARY HALF TERM CAMP

Action Packed Activities
Including

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- Archery
- Jazzminton
- Lego
- Arts & Crafts
- Football
- Axe Throwing



CEDAR MANOR SCHOOL, HA3 6LS

9:00AM 'TIL 2:00PM

- £25 per day
- £100 for the week (Save £25!)

SCAN ME



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