



# Cedars Manor School Newsletter

Issue 2 — 16th January 2026

## WEEKLY ATTENDANCE

**OVERALL ATTENDANCE – 93.60%**

**Week ending 16/01/2026**

	Class	%	No of Pupils late	No of <u>lates</u>
1	Hazel	97.89	0	0
2	Spruce	97	4	6
3	Pine	95.38	0	0
4	Hawthorn	95.12	3	4
5	Elm	94.93	5	9
6	Fir	94.35	0	0
7	Yew	93.7	2	2
8	Sycamore	93.7	4	5
9	Lime	92.74	4	5
10	Beech	92.67	3	5
11	Rowan	92.61	2	2
12	Maple	90.59	2	2
13	Cherry	89.66	7	12

The whole school attendance is **93.60%** this week, which is **BELOW** the school average of **96%** and **BELOW** the National average of **95%**



## DATES FOR THE DIARY

21st January—YR 5 HEHS Musical

21st January— YR6 National Theatre Trip

23rd January—Yew Class Assembly

23rd January—Lime Art Workshop—HEHS

27th January—Hawthorn Electricity Workshop—HEHS

04th February—R Parent Maths Workshop

06th February—Spruce Class Assembly

06th February—Pine Art Workshop—HEHS

06th February—Nursery Potion Making workshop

10th February—Fir Electricity Workshop—HEHS

10th February—YR1 Cooking

13th February—YR6 Natural History Muse-

## THE IMPORTANCE OF READING

Reading is an essential life skill. To further support you at home, please see the attached reading guide that outlines helpful strategies such as, asking questions, predicting what might happen next, discussing new vocabulary, and making connections to your child's own experiences. This representation can be used to guide reading sessions at home and to help make reading purposeful and enjoyable for your child.

Your support at home is essential in helping your child build consistent reading habits. Setting aside time each day for reading and using the guide to support discussion will greatly benefit your child's progress across the curriculum.





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## ATTENDANCE EXPECTATIONS

If your child is ill or unable to attend school, it is important that you inform the school office **before 8:30am.**

You can do this by either speaking directly to a member of staff or leaving a voicemail on the absence line (Option 1).

If you are unsure if you should send your child to school please refer to the information in this link to determine: <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>

We kindly ask that all appointments for your child, including medical and dental visits, be scheduled **during the school holidays or after school hours** whenever possible.

Appointments during the school day can disrupt your child's learning and impact their progress.

## YEAR 3 MOZARTISTS WORKSHOP

Year 3 had a fantastic time yesterday during their Mozartists workshop.

The children took part in a range of fun and interactive musical activities, exploring rhythm, movement and sound.

They worked together brilliantly, showing great enthusiasm and creativity throughout the session.

It was wonderful to see everyone so engaged and confident, and the workshop was a memorable and enriching experience for all.



Cedars Manor School is a **Rights Respecting School** and we are excited to announce that we will be applying for our Bronze accreditation this academic year.

A Rights Respecting School is a school that promotes children's rights. Children recognise and understand these rights and how they support them in their lives.

We are currently learning about the following rights:

- **Article 2** - No child should be treated unfairly for any reason.
- **Article 17** - Children have the right to get information from the Internet, radio, television, newspaper, books and other sources.
- **Article 31** - Every child has the right to rest, relax, play and to take part in cultural and creative activities.

Please discuss these articles with your child to find out how these rights support them at school and in the community.





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## LEARNING AT CEDARS MANOR SCHOOL

### Nursery

**We have been learning:** about our emotions and zones of regulations. We learnt that yellow/green is happy, blue is sad, red is angry, pink is love and black is fear.

**You can help at home by:** talking about our emotions and what helps us to stay in the green/yellow zone.

### Reception

**We have been learning:** all about space and the eight planets in our solar system

**You can help at home by:** encouraging your child to recall some of the planets and what they know about them.

### Year 1

**We have been learning:** subtraction up to 20

**You can help at home by:** practicing using daily objects to support understanding.

### Year 2

**We have been learning:** continents and oceans

**You can help at home by:** using online maps or globes to show continents and oceans. You can use songs, videos, and games to make learning fun.

### Year 3

**We have been learning:** making numbers 10 times bigger using place value

**You can help at home by:** drawing a simple place value chart (one, tens and hundreds) and showing the patterns and relationships between numbers

### Year 4

**We have been learning:** To understand the key human features of South America

**You can help at home by:** locating countries in South America using an Atlas or online

### Year 5

**We have been learning:** Multiplication in Maths

**You can help at home by:** practicing to multiply by two and three digit numbers!

### Year 6

**We have been learning:** multiplying and dividing fractions.

**You can help at home by:** practicing these skills regularly to build confidence and understanding.

**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](http://nationalcollege.com).

# What Parents & Educators Need to Know about DIGITAL DEVICES & WELLBEING

Children aged 7 to 14 now spend roughly 3 to 5 hours a day on phones, tablets, consoles, and computers. That much screen time has parents and educators worried – not just about the hours logged, but about online safety and the knock-on effects on mental health. This guide brings together practical, expert-backed strategies so adults can nurture healthier digital habits and help young people thrive both on and offline.

### WHAT ARE THE RISKS?

#### SLEEP DISRUPTION

Excessive screen time, especially before bed, can interfere with melatonin production and delay sleep onset. Children may struggle to concentrate or regulate emotions due to poor sleep hygiene linked to late-night device use.

#### ONLINE PEER PRESSURE

Social media platforms expose children to unrealistic standards and peer validation loops. Likes, comments, and follower counts can influence self-worth and lead to anxiety or risky behaviour to gain approval.

#### CYBERBULLYING EXPOSURE

Children may encounter bullying through messaging apps, games, or social media. This can be persistent and anonymous, making it harder to detect. Victims often feel isolated and reluctant to report incidents.

#### REDUCED PHYSICAL ACTIVITY

Time spent on screens often replaces outdoor play and physical activity. This sedentary lifestyle can contribute to obesity, poor posture, and reduced cardiovascular health.

#### EMOTIONAL DYSREGULATION

Fast-paced digital content can overstimulate young brains. Children may become irritable, impatient, or struggle with boredom and emotional control when not engaged with screens.

#### PRIVACY AND SAFETY RISKS

Children may unknowingly share personal information or interact with strangers online. Without guidance, they may not understand the long-term consequences of digital footprints or unsafe online behaviour.

## Advice for Parents & Educators

#### SET CLEAR BOUNDARIES

Establish screen-time limits and device-free zones, e.g. classrooms and dinner tables. Use parental controls and co-create a digital use agreement with children to encourage accountability. Trying a visual schedule or timer app can help children understand and stick to limits.

#### ENCOURAGE OPEN DIALOGUE

Create a safe space for children to talk about their online experiences. Ask open-ended questions like, "What did you enjoy online today?" to build trust and awareness. Try setting aside 10 minutes each day for a digital check-in where children can share what they've seen or done online.

#### MODEL HEALTHY HABITS

Children mirror adult behaviour. Demonstrate balanced device use, take regular screen breaks, and prioritise face-to-face interactions to reinforce positive behaviours. Making a habit of putting your phone away during meals and conversations can show that real-life interactions come first.

#### PROMOTE DIGITAL LITERACY

Teach children how to evaluate online content, recognise misinformation, and understand privacy settings. Empower them to think critically and act responsibly in digital spaces. You could use real-life examples from the news or social media to help children practise spotting fake information.

### Meet Our Expert

Adam Gillett is Associate Vice Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, which works with schools on improving their mental health provision.



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