



Cedars Manor School Newsletter

Issue 3 — 1st May 2026



DATES FOR THE DIARY

4th May—Bank Holiday (SCHOOL CLOSED)

1st May—Hazel Class Assembly

5th—8th May—KS1 SATS

11th May—YR 3 Forest School

11th May -14th May—Year 6 SATS

15th May—Year 2 Local Field Trip

15th May—Maple Class Assembly

18th May—YAPS visit Parliament

21st May—End of Term

GARDENING CLUB

This week, we started our lunchtime gardening club. It was a fantastic session where the children began planting different flowers, fruits and vegetables in the allotment. Our gardening club will run every Tuesday so children will learn to look after and care for the plants / seeds, ensuring that they grow well.

Thank you to our wonderful Eco Warriors and YAP's for their work in the first session.

We will keep you updated with the produce that we grow in the allotment.



OVERALL ATTENDANCE – 95.66%

Week ending 01/05/2026

	Class	%	No of Pupils late	No of lates
1	Hazel	98.33	0	0
2	Elm	98.21	2	4
3	Hawthorn	97.92	0	0
4	Yew	97.14	1	1
5	Lime	96.54	2	2
6	Fir	96.36	1	1
7	Spruce	95.79	3	3
8	Cherry	95.77	3	4
9	Maple	95.26	4	4
10	Rowan	94.78	1	1
11	Beech	94.33	3	3
12	Pine	94.4	0	0
13	Sycamore	92.69	1	1

The whole school attendance is 95.66% this week, which is **Below** the school average of 96% but **Above** the National average of 95%

WHOLE SCHOOL MINIMARATHON

On Friday 1st May, CMS took part in the TCS Mini London Marathon. The children covered a distance of 2 miles by walking, jogging or running. It was an amazing experience, the children worked together, encouraging one another to keep going on their marathon journey. Well done to everyone for their participation - you all did fantastic.



RECEPTION SUPERHERO WRITING EXPERIENCE

This week in Reception, the children were tasked with solving a mystery. All of their toys had been stolen. The villain had left a trail of clues behind, which the children quickly acted upon. They transformed into superheroes and worked together to solve the mystery.

Over two days, the children wrote about the clues they found and they created wanted posters. They wrote a letter to the villain who they called Slime Monster and designed traps for how to catch him.

Thankfully, all the stolen toys were returned by the villain, after he left a final code breaking clue. Well done Reception, you were victorious!



YR3 TIMETABLE ROCKSTAR DAY

Year 3 took part in TTRS Day. This was a whole day dedicated to learning and using their times tables in a lively and memorable way. The children came to school dressed as Rock Stars and throughout the day took part in immersive maths experiences, including times tables battles and challenges, creating songs to aid their learning of times tables and Maths inspired artwork. It was a great day had by all.



YR4 TRIP TO BRITISH MUSEUM

On Thursday 30th April, Year 4 visited the British Museum to visit the Mayan Exhibition. It was an amazing experience and the children enjoyed exploring and observing the different artifacts from the Mayan Civilisation.

The pupils represented our school respectfully,





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LEARNING AT CEDARS MANOR SCHOOL

Nursery

We have been learning: about air travel as part of our transport topic. We have explored airplanes, helicopters and hot air balloons. The children have looked at different features of transport, labelling their wings, wheels, engines etc.

You can help at home by: *discussing what you might need to pack when going away. Think about things you use everyday for example, toothbrush, hairbrush, clothes, soap and possibly some snacks.*

Reception

We have been learning: to follow clues and work together through an exciting classroom investigation. Our toys had been 'taken', and the children carefully recorded their findings, created a wanted poster, and developed a plan to catch the culprits. In the end, the children successfully found the toys and returned them safely to our class.

You can help at home by: *encouraging your child to explain everything that happened and what the clues were.*

Year 1

We have been learning: how to use apostrophes in our writing.

You can help at home by: *encouraging your child to practise using apostrophes correctly in their writing and spotting them when reading together.*

Year 2

We have been learning: how to write a diary entry

You can help at home by: *reminding your child to write using "I" and include their feelings to make their diary personal. Help them write in order (first, then, finally) so their ideas are clear and easy to follow.*

Year 3

We have been learning: how to count pounds and pence.

You can help at home by: *helping your child to make their own set of coins to help them recognise values and practise counting.*

Year 4

We have been learning: about decimals in money.

You can help at home by: *asking your child to calculate amounts next time you go shopping and to remind them about the decimal point.*

Year 5

We have been learning: to write an informal letter in English.

You can help at home by: *encouraging the children to write informal letters to friends or family members.*

Year 6

We have been learning: how to answer SATs questions.

You can help at home by: *encouraging your child to revise and practise answering questions they are unsure about.*

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!

National Smile Month

Online family oral health session

Wednesday 3rd June at 4.30pm on Teams

Join us on Teams:

<https://teams.microsoft.com/meet/392034386827371?p=bdInEaJ9GLsHpv6O6o>

Meeting ID: 392 034 386 827 371

Passcode: Yp2Fo6Nb

Topics Covered

- **Toothbrushing** – how to brush properly and keep teeth clean
- **Why we get tooth decay** – what causes it and how to prevent it
- **Sugar** – how it affects teeth and hidden sugars in food/drinks
- **Healthy foods** – tooth-friendly choices for strong teeth
- **Higher or Lower Sugar Game** – fun quiz activity for families
- **Story time** – simple oral health story for children

What Parents & Educators Need to Know about IMAGE-ALTERING FILTERS

From playful puppy ears on Snapchat to 'beauty mode' on TikTok, image-altering filters are now a routine part of how young people communicate online. While many are harmless, others subtly reshape people's faces and bodies. This can blur the line between reality and edited content, potentially influencing how children and young people see themselves and others.

WHAT ARE THE RISKS?

ALTERED BEAUTY STANDARDS

Many 'beauty' filters smooth skin, reshape facial features, or adjust body proportions. Over time, repeated exposure to these filters can shift a child's idea of what is 'normal' or attractive, creating unrealistic expectations about their own and others' appearances.

PRESSURE TO LOOK PERFECT

Filtered images can often attract more 'likes' and positive comments. This can encourage children and young people to rely on editing tools to gain others' approval, rather than feeling confident in their natural appearance.

LOW SELF-ESTEEM

Regularly viewing heavily filtered content can lead to comparisons with unrealistic images. This is linked to body dissatisfaction and reduced self-esteem, particularly among children and teenagers.

HIDDEN ADVERTISING

Some filters are linked to beauty products or trends, subtly promoting third-party brands. Children and young people may not recognise this as advertising, while also sharing personal data – such as facial images and usage habits – with apps and third parties.

BLURRED REALITY

As filters become more advanced and natural-looking, it can be difficult for children and young people to distinguish edited content from real life, especially when filters are used in everyday photos and videos.

SEXUALISED EDITS

Certain tools can make users appear older or more sexualised. This may attract unwanted attention, increase the risk of images being shared without consent, and expose young people to unsafe interactions.

Advice for Parents & Educators

START OPEN CONVERSATIONS

Talk regularly about filters, such as how they work and why people use them. Ask the children and young people in your care how filtered images make them feel and encourage honest discussion without judgement.

REINFORCE WHAT'S REAL

Help children and young people understand that filtered images are digitally altered and are not an accurate reflection of real life. Emphasise that they don't need to meet these artificial standards.

CHALLENGE 'PERFECT' POSTS

When viewing content together, gently point out the signs of editing, filters, or posing techniques. This builds critical thinking and helps children and young people question unrealistic images.

PROMOTE OFFLINE CONFIDENCE

Encourage activities that build self-worth beyond appearance, such as sports, hobbies, friendships, and creative interests, so that confidence isn't tied solely to online validation.

Meet Our Expert

Parven Kaur is a digital parenting expert and founder of Kids N Clicks, a platform dedicated to helping parents navigate the online world alongside their children. She is an expert contributor for Internet Matters, offering practical guidance on emerging online safety issues. Her insights have been featured by the BBC, The Telegraph, TalkTV, and other major media outlets, supporting families across the UK.



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