



Cedars Manor School Newsletter

Issue 7 — 05th June 2026



DATES FOR THE DIARY

12th June—Wheely Great Treasure Trail

16th June—Year 5 Visit The Globe

19th June—Cherry Class Assembly

22nd June—Year 5 V&A Museum

23rd June—Year 3 Science Museum

25th June—Reception Sea life Centre

26th June—Bonsai Class Assembly

26th June—Summer Fair

29th June—3rd July—Sports Week

3rd July—YR4 Entrepreneurship Day

3rd July—Reception Graduation

6th July—YR1 Seaside Day

8th July—YR6 National Theatre Trip

9th July—YR6 Production

OVERALL ATTENDANCE – 94.77%

Week ending 05/06/2026

	Class	%	No of Pupils late	No of lates
1	Yew	98.52	3	5
2	Spruce	97.89	2	4
3	Fir	97.62	0	0
4	Elm	96.43	2	2
5	Hazel	95.79	1	1
6	Beech	95.33	1	1
7	Sycamore	95	3	5
8	Pine	93.6	1	1
9	Lime	93.6	1	1
10	Rowan	93.48	1	1
11	Hawthorn	92.5	2	3
12	Cherry	89.62	1	2
13	Maple	77.21	5	7

The whole school attendance is 94.77% this week, which is **SLIGHTLY BELOW** the school average of 96% and **BELOW** the National average of 95%

HEADTEACHER MESSAGE

Dear Parents & Carers,

It is with great pleasure that I share the developments and achievements that have not gone unnoticed at Cedars Manor. Following the half-term break, our pupils have returned with renewed enthusiasm and engagement across the curriculum. Our commitment to teaching the whole child has been further reinforced through a range of initiatives.

Pupils have been engaged in learning about food waste and sustainability, with particular enthusiasm generated through the creation of smoothies using pedal-powered bicycles—a practical demonstration of renewable energy that has proven both educational and enjoyable. I couldn't help but enjoy some exercise with the pupils.

Our staff have undertaken comprehensive professional development during the recent INSET day, focusing on special educational needs support for pupils (a continued focus), positive behaviour approaches, and enriching play experiences. Additionally, training related to Martyn's Law—The Terrorism (Protection of Premises) Act—has ensured our safeguarding procedures remain robust and current.

I am delighted to celebrate the significant recognition our school has received. These include our Rights Respecting School Bronze status, an invitation to the House of Lords to participate in discussions on peace, recognition as an allergy-aware school and asthma aware school status. These accolades reflect the collective commitment of our entire community.

Thank you to the lead staff members and all of you for the continued support. I encourage you to check our upcoming events section for forthcoming events including our summer fair!



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UNDERSTANDING FOOD WASTE AND HEALTHY EATING

On Wednesday Cedars Manor was visited by our catering company Chartwells, who led an assembly with the whole school and ran sessions on food waste and healthy eating. In the sessions, children learned how they can make smoothies using leftover fruit and how they can make recipes with leftover food.

Surprisingly, the main foods that are wasted in the UK are bread, carrots, potatoes and milk. What could you make with the leftover food that you have in your household? Discuss this with your child and maybe try to make a smoothie at home.



YEAR 2 POTION MAKING WRITING EXPERIENCE

On Friday 5th June, Year 2 took part in an immersive writing experience day. The children transformed into mad scientists and developed their own potions. The children went on a scavenger hunt around the school grounds for ingredients, once gathered they then mixed them together to create a potion.

It was an exciting experience which led the children into their writing task, where they wrote their potion instructions. Throughout the day, the children observed and created a number of different experiments which involved mixing solutions.



FOOTBALL WORKSHOP FOR HEARING NEEDS

On Wednesday 3rd June, we welcomed **Ben Lampert**, Sports Coach at **Brentford FC Community Sports Trust** and **Assistant Coach for England's Deaf Football Team**, to lead a football workshop for our children with hearing needs.

As Ben's primary language is British Sign Language (BSL), he was accompanied by his interpreter, Sam. The children thoroughly enjoyed practising different techniques and learning from both Ben and Sam.

Ben shared a very special piece of sporting history with the children. Having been a torchbearer for the **London 2012 Olympic Games**, he brought the Olympic Torch for the children to see and hold. This was a memorable experience, and one child excitedly exclaimed, "Wow, this is amazing!"





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LEARNING AT CEDARS MANOR SCHOOL

Nursery

We have been learning: about the story of 'The Gingerbread man'. The children have helped me retell the story and have created their own gingerbread men out of playdough.

You can help at home by: baking gingerbread biscuits together and practicing counting, mixing, and following simple instructions.

Reception

We have been learning: sharing equally by sharing 'slices of pizza' on two plates.

You can help at home by: sharing activities. Sharing out food/toys equally.

Year 1

We have been learning: about the seaside in Geography.

You can help at home by: discussing the different features of the seaside (for example: beach, cliffs, sea)

Year 2

We have been learning: reading analogue clock (clock face)

You can help at home by: discussing where the hour and minute hands are pointing. Practise with toy clocks or clock-drawing activities, focusing on o'clock, half past, quarter past and quarter to.

Year 3

We have been learning: about the duration of events such as TV programmes or sports clubs.

You can help at home by: discuss the duration of different events from start time to end time and how there are 60 minutes in an hour.

Year 4

We have been learning: about the USA.

You can help at home by: asking your child if they remember what continent the USA is on and what oceans are to the east and west of it. Do they know who governs the USA?

Year 5

We have been learning: about *Friend or Foe* by Michael Morpurgo in English.

You can help at home by: researching and discussing with your children how life must have been for children during World War II.

Year 6

We have been learning: to perform for our End of Year Production.

You can help at home by: supporting your children with learning their lines and songs

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!

10 Top Tips for Parents and Educators

BUILDING SCHOOL-READY LANGUAGE SKILLS

Oral language is fundamental to children's learning, literacy, and social and emotional development, with long-term impacts. As language develops rapidly between the ages of three and six, early, evidence-based support is essential. This guide offers practical ways to help the children in your care become confident communicators, including through proven approaches such as the DfE-funded NELI programmes available to settings in England.

1 BUILD ORAL LANGUAGE

Support children to use language, not just hear it. Give them the time to talk, respond, ask questions, and share their ideas. Everyday conversations, shared activities, and reading together help children practise both speaking and listening. At nursery or school, programmes such as NELI can help build their vocabulary, storytelling, attention, and listening skills, helping children grow in confidence as communicators.

2 SUPPORT LISTENING SKILLS

Help children to listen and follow simple instructions during everyday routines. Break instructions down into short, manageable steps and check their understanding. For example, say, "Please put your coat on," rather than giving them several instructions at once. Strong listening skills support learning, attention, and participation at school.

"PLEASE PUT YOUR COAT ON"

3 GROW THEIR VOCABULARY

Talk with children about the world around them, naming objects, actions, and feelings. Use a wide range of words during everyday activities such as shopping, cooking, and playing. Repeating and explaining new words help children understand and use vocabulary more confidently, supporting their comprehension and communication.

4 SHARE STORIES TOGETHER

Read storybooks together regularly and talk about characters, events, and illustrations. Ask simple questions such as "What's happening here?" and validate children's responses with positive feedback. Acting out stories together, asking open questions, and giving children the chance to be the storyteller can all support their narrative skills and confidence.

5 NAME DIFFERENT FEELINGS

Help children learn to express themselves by talking about different feelings and naming them clearly, such as happy, sad, or angry. Visuals and role play can support their understanding of this. Being able to express their feelings verbally helps children build positive relationships with adults and peers, reduces frustration, and supports their social development as they prepare for school.

6 WORK WITH SETTINGS

Strong communication between home and the nursery, school, or early years setting can help children feel more confident and supported. Parents can visit the setting with their child before they start, helping them become familiar with the environment and key adults. Educators can share relevant information with families and colleagues, so each child's needs are understood. Newsletters can also help families continue language learning at home.

7 SPOT LANGUAGE NEEDS

Children develop their language and communication skills at different rates, so early conversations between home and settings are important. If parents have concerns, they should speak to their child's nursery, school, or early years setting. Educators can use tools such as LanguageScreen, included in the NELI programmes, to build a profile of a child's speaking and listening skills and help identify suitable support.

8 EVIDENCE-BASED SUPPORT

Prioritise language and literacy approaches that are underpinned by robust research evidence. Evidence-based programmes help ensure children receive support that is more likely to make a meaningful difference. The Education Endowment Foundation (EEF) provides guidance on the strength of evidence behind different strategies, supporting informed decision-making and effective use of school time and resources.

9 MEET INDIVIDUAL NEEDS

Settings can use evidence-based assessment tools to understand children's language skills and identify where support may be needed. These tools support SEND reforms, and strengthen whole-setting language development, helping children receive support that reflects their individual communication needs.

10 TAKE PART IN RESEARCH

Research trials can give schools, early years settings, and families a valuable opportunity to contribute to evidence construction and future policy. Parents may be asked to give consent, share feedback, or support activities at home, while educators help deliver and monitor approaches in practice. The EEF often has trials that settings can join, including whole-class oral language programmes designed to support children's communication development.

Meet Our Expert

OxEd is a University of Oxford spinout company specialising in early language and literacy assessment and intervention. They are the delivery team for the Nuffield Early Language Intervention (NELI) programme in reception, funded by the Department for Education for schools in England, and for NELI Preschool, which supports nurseries to strengthen children's early language development through evidence-based practice.



#WakeUpWednesday

The National College

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