



# Mapplewells Primary and Nursery School Weekly Newsletter - Friday 5th June 2026

## Welcome Message

Dear Parents and Carers,

Welcome back! I hope you all enjoyed a restful and enjoyable half-term break. It has been wonderful to see the children return to school so positively this week, ready to embrace the final half-term of the year with enthusiasm and energy.

As we move through the summer term, we are gearing up for what is always one of the busiest and most exciting periods of the school year. There are so many special events to look forward to, including our sports days, the much-loved parent picnic, school discos, and our end-of-year assemblies celebrating the achievements of our children.

This is a particularly important time of year, where we begin to reflect on how far the children have come, while also starting to look ahead to September and the opportunities a new academic year will bring. Over the coming weeks, we will be supporting all pupils with their transition into their next year group, ensuring they feel confident, prepared and excited for what lies ahead.

As always, thank you for your continued support—it makes such a difference and helps to ensure that our school community continues to thrive.

Read on for all things Mapplewells...

## Attendance

Our current school attendance after 32 weeks is 97.18%. Our current attendance by class is:

Birch 98%

Elder 98%

Elm 97%

Hawthorn 98%

Hazel 97%

Juniper 97%

Maple 97%

Oak 97%

Pine 97%

Rowan 95%

Willow 97%

Well done to Birch, Elder & Hawthorn classes on their fantastic attendance this week! Let's keep striving to improve our attendance, to exceed that figure of 97.18%.



## Stars of the week

SUCCESS Stars of the Week! Congratulations to the following children who were chosen by their Class Teacher as 'SUCCESS star of the Week'. The children received their certificate in SUCCESS assembly today.

Ash - Thyme

Birch - Ione

Elder - Dexter

Hawthorn - Rory

Hazel - Olivia

Juniper - Milana

Maple - Jacob

Oak - Alice

Pine - Zack

Rowan - Olive

Willow - Heath



## Headteacher's Awards

Each week, I will be presenting Headteacher's Awards to children who have been nominated by staff for a variety of reasons — from producing amazing work, going above and beyond, to simply demonstrating what it means to be a wonderful Mapplewellian. These awards celebrate the values we hold dear and recognise the exceptional efforts of our pupils. We'll proudly share the names of our award winners in each edition of the newsletter, so keep an eye out for these special celebrations!

This week's recipients of a Headteacher's Award are:

- **Alice** - for working exceptionally and achieving 25 out of 25 in her practice multiplications assessment.

Well done to all our winners - we are so proud of you! Keep up the fantastic work.

## Flying High Partnership Staff Awards

We are proud to be part of the Flying High Trust and are delighted to once again take part in the **Flying High Staff Awards**, which celebrate the dedication and impact of staff across our school

community. Parents and carers play a key role in recognising the difference our team makes, and we would love to hear from you. You can nominate a member of staff for one of the following awards:

- **Special Recognition Award:** For someone who quietly goes above and beyond, making a lasting impact without seeking recognition
- **Community Impact Award:** For someone who makes a meaningful difference in their local community and brings Flying High values beyond the school gates
- **Partnership Collaboration Award:** For someone who works across schools or teams to share, support and strengthen our partnership
- **Empowering Children Award:** For someone who inspires and enables children to thrive—academically, socially and emotionally

If a member of staff has supported your child, gone the extra mile, or made a positive difference to your family, please consider submitting a nomination using the link below. Your kind words mean a great deal and help celebrate the fantastic work of our Mapplewells team.

Flying High Partnership Staff Awards 2026 – Nominate Now! – Fill in form<sup>1</sup>

## Online Safety

### Top Tips for Building School-Ready Language Skills

Strong oral language skills help children feel confident, connected and ready to learn. This guide explores simple, everyday ways that parents, carers and educators can support children’s speaking, listening and understanding, from shared conversations and story time to naming feelings and building vocabulary through play and routines.

It also highlights the value of working closely with nurseries, schools and early years settings, using evidence-based approaches and spotting possible language needs early. With expert insight from OxEd, the guide offers supportive advice to help children become confident communicators as they prepare for school.

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<sup>1</sup><https://forms.office.com/e/taN0jcPEKn>

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. For further guides, hints and tips, please visit [nationalcollege.com](http://nationalcollege.com).

## 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 NEU programmes available to settings in England.

- BUILD ORAL LANGUAGE**  
Support children to use language, not just hear it, and then the time to talk, respond, ask questions, and share their ideas. Everyday conversations, shared activities and reading together help children practice both speaking and listening. At nursery or school, programmes such as HEAT can help build their vocabulary, storytelling, attention, and listening skills, helping children gain confidence as communicators.
- SUPPORT LISTENING SKILLS**  
Help children 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 going into several instructions at once. Strong listening skills support learning, attention, and participation at school.
- GROW THEIR VOCABULARY**  
Talk with children about the world around them, naming objects, actions, and feelings. Use a wide range of different words in everyday contexts such as shopping, cooking, and playing. Repeating and expanding on what children say helps them learn and use vocabulary more confidently, supporting their comprehension and communication.
- SHARE STORIES TOGETHER**  
Read storybooks together regularly and talk about characters, events, and illustrations. Ask simple questions such as "What's happening here?" and explore children's responses with positive feedback. Acting out stories together, asking open questions, and giving children the chance to be the storyteller can support their narrative skills and confidence.
- 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, reduce frustration, and supports their social development as they prepare for school.
- 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 to see the staff, helping them become familiar with the environment and key adults. Educators can share relevant information with parents and colleagues, so each child's needs are understood. Researcher can also help families continue language learning at home.
- 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 and programmes to build a picture of each child's speaking and listening skills and help identify suitable support.
- EVIDENCE-BASED SUPPORT**  
Prioritise language and literacy approaches that are underpinned by robust research. Evidence-based approaches help build children's confidence, help them learn to make a meaningful difference. The Education Research Foundation (ERF) provides guidance on the strength of evidence behind different strategies, supporting informed decision-making and effective use of school time and resources.
- MEET INDIVIDUAL NEEDS**  
Settings can use evidence-based assessment tools to understand children's language and literacy needs. Support may be needed. These tools support staff to identify and meet children whose needs require development. Having children receive support that reflects their individual communication needs.
- TAKE PART IN RESEARCH**  
Research trials can give schools, early years settings, and families a valuable opportunity to contribute to evidence construction and future trials. Parents may be asked to give feedback, share feedback, or support activities at home, while educators may deliver and monitor approaches in practice. The ERF often has trials that settings can join, including whole-class and language programmes designed to support children's communication development.

**Meet Our Expert**  
OxEd is a University of Oxford spin-out company specialising in early language and literacy assessment and intervention. They use the delivery team for the Huffled Early Language Assessment (HEL) programme in reception, funded by the Department for Education for schools in England, and for NEU Preschools which supports nurseries for disadvantaged children in early language development through evidence-based practice.

**WakeUpWednesday**  
The National College

Twitter: @wake\_up\_weds Facebook: /www.thenationalcollege Instagram: @wake.up.wednesday TikTok: @wake.up.weds

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## 15 hours funded childcare places for 3 & 4 year olds

All three and four-year-olds are entitled to 15 hours of funded nursery education for 38 weeks of the year. Some 3 to 4-year-olds are eligible for 30 hours of free childcare a week. Check if you're eligible and find out how to apply<sup>2</sup>.

Details about our Nursery/F1 provision can be found in our prospectus -

<https://www.mapplewellsprimary.co.uk/attachments/download.asp?file=159&type=pdf> or

check out the posts on our dedicated instagram page @mapplewellseyfs

**We have funded early education places available from September 2026.** Registration forms are available on our school website

<https://www.mapplewellsprimary.co.uk/page/?title=Admissions&pid=44> or from Reception.

<sup>2</sup><https://www.gov.uk/free-childcare-if-working>



# Flying High Children's Parliament



# Flying High Partnership

A MULTI-ACADEMY TRUST



**Flying High Partnership**

We will create unique, exceptional and sustainable schools that inspire communities and empower children.



Unique



Exceptional



Sustainable

2a Vickery Way, Chilwell, Nottingham, NG9 6RY  
0115 989 1915  
info@flyinghightrust.co.uk

**We are Flying High**  
Together we make every day count

[www.flyinghighpartnership.co.uk](http://www.flyinghighpartnership.co.uk)

On Thursday, Eleanor and Jackson our Year 5 School Council members, represented Mapplewells at the Flying High Partnership Children's Parliament at the council house in Nottingham City Centre. Along with children from Pinxton Academies, Leamington Academy, The Green and Greenwood Academy, the children presented to the CEO, Chris Wheatley and other members of the central team at Flying High on what aspiration means to the children.

The children did a fantastic job representing Mapplewells and proved a valuable member of the team on the day. In addition, both children had a wonderful time exploring the council house and learning about it's history from the ex Sheriff of Nottingham and the official Town Crier!





## Year 3/4 DT project

Children in year 3/4 have recently been creating frames in our DT lessons made out of different materials! They used hot glues and scissors to cut and attach different pieces together to form a sturdy and reliable frame. The product will be used to hold a drawing of their pottery pieces created in their driver lessons over the summer term. The frames and the drawings will proudly be on display during our year 3/4 art exhibition at the end of the year! Thank you to all of our adult helpers who were able to take an hour to come and have a fun filled afternoon with us all!



## Mapplewells in the news

Read all about it...



## Family Hub services in Nottinghamshire

Nottinghamshire Family Hub Networks aim to join up local services for children and families, providing a 'front door' so that families can get the help that they need. Please visit their website for more details about how they can support your family.

<https://www.nottinghamshire.gov.uk/care/family-hub-networks>



The poster features a central illustration of a park with a sun, a playground, a person in a wheelchair, a pregnant woman, and a man with a dog. Below this is a signpost with six directional arrows pointing to various services: Pregnancy and new baby, Child development, Parenting support, Speech, language and communication, Health and wellbeing, and Employment and family finances. At the bottom, there is a QR code, contact information, and logos for Nottinghamshire County Council and BEST START IN LIFE.

Nottinghamshire  
**Family Hub**  
**Network**

**Helping families get the right support at the right time**

Visit your nearest Family Hub, call, or go online.  
Our friendly teams are here to listen and help.

 T: 0300 500 80 80  
E: FH.Enquiries@nottscc.gov.uk  
[nottinghamshire.gov.uk/familyhubs](https://www.nottinghamshire.gov.uk/familyhubs)

**...giving children the best start**

Nottinghamshire County Council

**BEST START IN LIFE**

Nottinghamshire  
**Family Hub  
Network**

**Helping children,  
young people  
and their families**

Visit your nearest Family Hub, call, or go online.  
Our friendly teams are here to listen and help.

What support can I access at my local Family Hub?

- Parenting advice
- Young peoples services
- Health and wellbeing
- Education and employment
- Relationships and communication

T: 0300 500 80 80  
 E: FH.Enquiries@nottsc.gov.uk  
[nottinghamshire.gov.uk/familyhubs](http://nottinghamshire.gov.uk/familyhubs)

**Helping families  
get the right support  
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Nottinghamshire  
County Council

## Key dates

Please keep updated with our key dates as we will add to this over the coming weeks.

Diary Dates	
2026	
June	
1 <sup>st</sup> – 12 <sup>th</sup> June	Year 4 Multiplications Checks
8 <sup>th</sup> – 12 <sup>th</sup> June	Year 1 Phonics Screening Checks
18 <sup>th</sup> June	Flying High Children's Awards
26 <sup>th</sup> June	Year 6 Leavers Photos & Class Photographs
July	
3 <sup>rd</sup> July	F1 trip to Matlock Farm Park
3 <sup>rd</sup> July	Summer Fair
6 <sup>th</sup> July	Sports Day (EYFS & KS1 morning, KS2 afternoon)
8 <sup>th</sup> – 10 <sup>th</sup> July	Year 6 residential
14 <sup>th</sup> – 17 <sup>th</sup> July	Year 6 Bikeability
16 <sup>th</sup> July	Summer disco
17 <sup>th</sup> July	Parent picnic
23 <sup>rd</sup> July	F2 trip to Bluebell Dairy
24 <sup>th</sup> July	Last Day of Summer 2 – non – uniform day
27 <sup>th</sup> July	INSET day

Mr Whittle

Head Teacher

Mr Latkowski

Deputy Headteacher