



## Springmoor Grange School Newsletter Volume 7 - Friday 17<sup>th</sup> October 2025

### Nursery Halloween Event – Buttercup – Wednesday 22<sup>nd</sup> October

Children can dress up in their Halloween costumes on Wednesday 22<sup>nd</sup> October for the day. We are also holding a Halloween Stay and Play session on the same day at 10.20am and 2pm.

- If your child attends the morning session please book the 10.20am session on Arbor.
- If your child attends the afternoon session please book the 2pm session.
- If your child attends full days please book one session of your choice: either 10.20am or 2pm.

### Nursery Halloween Event – Main Nursery – Sunflower, Primrose, Daffodil and Bluebell – Monday 20<sup>th</sup> October

Children can dress up in their Halloween costumes on Monday 20<sup>th</sup> October for the day. We are also holding a Halloween Spooky Stories session on the same day from 2pm. This will be a chance to come to Nursery and do some Halloween crafts. Come to the Nursery gate and a member of staff will bring you into Nursery.

### Primary Halloween Day – Tuesday 21<sup>st</sup> October

On Tuesday 21<sup>st</sup> October 2025, children from Reception to Year 6 are invited to participate in our Springmoor Halloween Day. Children may attend school wearing their chosen Halloween costume. Halloween events will be hosted throughout the day, please see your Arbor email for further details on your child's event. This school year our Friends of Springmoor Grange will be aiming to provide many exciting opportunities for our pupils through events like this – we really appreciate their support for the whole school community. Thank you for supporting FGS.



### SEND Support Plans

For those children who have a SEND support plan, staff are currently updating these and you will receive a reviewed and updated plan on Thursday 23<sup>rd</sup> October. If you have any comments about your child's progress towards their current targets, please contact your child's class teacher who will be happy to incorporate these into their reviewed plan. You will also have the opportunity to discuss your child's progress at Parent/Carer Consultation appointments. In addition, if you would like to speak to our SENCO, Mrs Phillips, please ring the Main Office for an appointment.

### Weekly Class Charts Top Scorers

|               |   |               |              |
|---------------|---|---------------|--------------|
| <b>Year 1</b> | Abigail V                                 | <b>Year 4</b> | Robyn B      |
| <b>Year 2</b> | George T, Luna M,<br>Lottie S and Arwen H | <b>Year 5</b> | Lyndi-Rose W |
| <b>Year 3</b> | Amelia H                                  | <b>Year 6</b> | Emily R      |

### Attendance and Punctuality

Overall attendance for the week is 94.1% and the Year Group with the highest attendance is Year 2 with 97.8%. The overall school attendance for the academic year is 95.0% for the whole school and 95.9% for children in Reception to Year 6.

The Primary starts at 8:30am, with the gates opening from 8:20am. Please ensure that your child is at school on time so that they do not miss out on any learning. This week, we have had 39 late minutes and lost learning time – this is the lowest amount we have had for a long time, well done everyone!



## Dates for the Diary

|  |   |
|--|---|
| Monday 20 <sup>th</sup> October, Tuesday 21 <sup>st</sup> October and Wednesday 22 <sup>nd</sup> October | Adam Bushnell (Author) working with Y1 – Y6                                     |
| Monday 20 <sup>th</sup> October  | 8:30am – Y3 Maths Workshop  |
| Monday 20 <sup>th</sup> October  | 2pm – Nursery Spooky Stories and Halloween Crafts                               |
| Tuesday 21 <sup>st</sup> October   | Primary Halloween Day   |
| Tuesday 21 <sup>st</sup> October   | 2pm – Reception Spooky Stories and Halloween Crafts                             |
| Wednesday 22 <sup>nd</sup> October   | 10:20am and 2pm – Buttercups Halloween Stay and Play                            |
| Wednesday 22 <sup>nd</sup> October   | 8:30am – Y4 Maths Workshop  |
| Thursday 23 <sup>rd</sup> October  | School Photographs  |
| <b>Friday 24<sup>th</sup> October</b>  | <b>Close for Half Term</b>  |
| <b>Monday 3<sup>rd</sup> November</b>  | <b>Open for Autumn Term 2</b>   |
| Wednesday 5 <sup>th</sup> November   | PM - M and M Production – Robin Hood  |
| WC 10 <sup>th</sup> November   | Anti-Bullying Week – Power for Good   |
| Monday 10 <sup>th</sup> November   | Anti-Bullying Week – Wear Odd Socks   |
| Friday 14 <sup>th</sup> November   | Children in Needs – Spots Galore<br><i>Suggested Donation – Food Bank Items</i> |
| <b>Saturday 22<sup>nd</sup> November</b>   | <b>10am – 2pm – Springmoor Grange Christmas Fair</b>                            |
| Monday 24 <sup>th</sup> November   | Reception – Year 6 Flu Vaccinations   |
| Thursday 27 <sup>th</sup> November   | Friends of SGS Non-Uniform Day<br><i>Suggested Donation - Chocolate</i>         |
| <b>Friday 28<sup>th</sup> November</b>   | <b>PD Day – School Closed</b>   |
| Monday 1 <sup>st</sup> and Tuesday 2 <sup>nd</sup> December  | Reception, Year 1 and Year 2 visiting Santa at Spennymoor Town Hall             |
| Wednesday 3 <sup>rd</sup> December   | 1:45pm – Nursery Christmas Stay and Play and Crafts                             |
| Thursday 4 <sup>th</sup> December  | 1:45pm – Reception Christmas Crafts   |
| Friday 5 <sup>th</sup> December  | 10:20am and 1:45pm – Buttercups Christmas Stay and Play                         |
| Wednesday 10 <sup>th</sup> December  | 9:30am and 2pm – Reception Christmas Performance                                |
| Thursday 11 <sup>th</sup> December   | 9:30am and 2pm Year 3/4 Christmas Performance                                   |
| Thursday 11 <sup>th</sup> December   | Christmas Jumper Day<br><i>Suggested Donation – £1</i>                          |
| Monday 15 <sup>th</sup> December   | 9:30am and 2pm Nursery Christmas Performance                                    |
| Tuesday 16 <sup>th</sup> December  | 9:30am and 2pm Y1/2 Christmas Performance                                       |
| Wednesday 17 <sup>th</sup> December  | 9:30am and 2pm Year 5/6 Christmas Performance                                   |
| Thursday 18 <sup>th</sup> December   | Christmas Party Day   |
| <b>Friday 19<sup>th</sup> December</b>   | <b>Close for Christmas Break</b>  |
| <b>Monday 5<sup>th</sup> January 2026</b>  | <b>Open for the Spring Term</b>   |



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](https://nationalcollege.com).

# What Parents & Educators Need to Know about MEMES

## WHAT ARE THE RISKS?

Memes may look like simple jokes, but, for many teenagers, they form a shared cultural language. Quickly created and reworked, they spread across social media platforms as images with text or short videos. Nearly eight in ten teenagers share memes (78%, YPulse), making them part of daily life. While memes encourage creativity and participation, they can also spread misinformation or reinforce harmful stereotypes.

### SPREADING MISINFORMATION

While memes help to communicate complex topics, they can also spread misinformation. Memes may sometimes include content presenting false facts or biased viewpoints, especially around health, politics, or current events and, as they're designed to be shared quickly, young people may not question their accuracy.

### EXPOSURE TO INAPPROPRIATE CONTENT

Memes are widely circulated, and not always age-appropriate, meaning young people may encounter explicit language, sexual content, or graphic imagery, even without searching for it. As memes spread fast on platforms like Instagram, TikTok, or WhatsApp, it's nearly impossible to filter them completely.

### MASKED MESSAGES

Some memes are designed to be confusing or layered with hidden meanings, making them hard for parents, and, sometimes, other young people to understand. Online groups often create these memes to look like inside jokes, but they can sometimes conceal offensive, harmful, or misleading content.

### HIDDEN HARMS & LOSING SENSITIVITY

When serious topics like violence, racism, or mental health are turned into jokes, children and young people may become less sensitive to these issues over time. While a funny meme may seem light-hearted, it can carry messages that belittle certain groups, encourage risky behaviour, or mock personal struggles. Repeated exposure through memes can make harmful behaviour seem normal or less important. Over time, this can blur their understanding of what is funny versus what is discriminatory, harmful, or damaging to themselves and others.

### PERMANENT DIGITAL FOOTPRINT

Unlike spoken jokes, memes leave a trail. Created or shared memes can resurface later and be misunderstood, even if intended as harmless. Once online, memes may be copied, saved, or spread beyond a young person's control – digital actions can follow them into their future, shaping how they are perceived by peers, teachers, or even employers long after the original meme has been shared.

## Advice for Parents & Educators

### ENCOURAGE OPEN CONVERSATIONS

Talk regularly with young people and try to understand their online world – discuss what they find funny about the memes, and why. By listening without judgement, you build trust, making it easier for them to come to you if they see something harmful. Open conversations also help children and teens think critically about the messages behind memes rather than simply accepting them at face value.

### MODEL HEALTHY BOUNDARIES

Show children and teens positive online behaviours, such as taking breaks from screens, avoiding late-night scrolling, and engaging in offline activities. Setting clear routines around screen time at home can help to reinforce healthy boundaries and reduce the risks of overuse. By modelling balanced technology use, adults can help children and young people see that digital entertainment, including memes, should be just one part of life.

### TEACH DIGITAL LITERACY

Help children and young people learn to question where information comes from and whether it's reliable – developing media literacy skills prepares young people to understand and navigate through their future online lives. Show them how memes can sometimes exaggerate or misrepresent facts for laughs, and encourage them to check credible sources when memes claim to present truth.

### FOSTER EMPATHY ONLINE

Remind children and young people that memes should never come at someone else's expense. Encourage them to think about how a meme might make another person feel before sharing or creating it. Highlight examples of positive memes that celebrate creativity without hurting others. Fostering empathy, respect, and kindness in digital spaces will help them become more aware of promoting a safer, more supportive online culture.

### Meet Our Expert

Dr Cristina Moreno-Almeida is a Senior Lecturer in Digital Culture at Queen Mary University of London. She specialises in memes, online networks, and youth culture, examining how digital spaces shape identity and everyday life.



See full references list on our website



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What a fantastic week it's been in Kestrel! The classroom has been buzzing with curiosity, creativity, and lots of great discussions. Here's what we've been up to...

### English Adventures

This week, we've been explorers! The children created their own story maps to help track what happens and where the twists and turns take place. We've also been practising how to find evidence in the text to explain our ideas – just like detectives searching for clues!

Later in the week, we swapped our explorer hats for reporter ones as we dived into newspaper writing. Children learned to spot the features of a newspaper report and even had a go at writing an orientation paragraph – that all-important opening that grabs a reader's attention. There were some truly eye-catching headlines around the room!



### Maths Magic

In Maths, we've been learning how to check our work like real mathematicians. The children discovered clever strategies – such as using inverse operations – to make sure their answers add up (literally!). We also explored how addition and subtraction are connected. Lots of lightbulb!

### Science Sleuths

In Science, we've been investigating friction – that invisible force that can either help us or hold us back! The children explored the advantages and disadvantages of friction, from keeping us safe when walking to making it tricky to push heavy things. There were some brilliant examples from real life – even from the playground!



### RE - Discovering Moses

Our journey with Moses is nearly complete! This week, the children learned about kosher and non-kosher foods – and discovered that these rules were part of the 613 commandments given to Moses on Mount Sinai. There were plenty of interesting questions and thoughtful discussions about why people might still follow these rules.



### Commemorative Art

In Art, we have enjoyed looking closely at the poppy flower. We then experienced using acrylic paints to paint our own segment of a poppy. This artwork will form part of a whole-school collaborative display to commemorate

In PE, we have been developing our skills in both Badminton and Basketball.

In Badminton, we have been continuing to develop our forehand and back hand shots in order to play rallies with a partner.

In Basketball, we have been focussing on developing our ball handling and dribbling skills using both hands.

### PSHE - Kindness Counts

In PSHE, we've been talking about unkind behaviour – what it can look like, how it makes people feel, and most importantly, how we can deal with it. The children shared thoughtful ideas about ways to stand up for themselves and others, and how showing kindness can make a big difference.

### A Big Well Done!

### Computing Creators

In Computing, Kestrel have been developing their Keynote skills on the iPads. The children have been exploring how to add text, images, and transitions to make their presentations come alive! They've started creating their very own e-books to showcase something they've learnt over the past few weeks – a brilliant way to combine creativity with technology.

Kestrel have worked so hard this week – thinking deeply, asking questions, and supporting one another in their learning. Their teamwork and enthusiasm have really shone through.

Have a wonderful weekend, everyone!