



Newsletter

Summer 2 – Week 6

Week beginning – 11/07/2022



School Picnic and Summer Fair

We are unfortunately going to postpone this event until later in the week when temperatures will be safer for us all to enjoy spending time outside together. The school picnic and Summer Fair will now take place on **Friday 22nd July (the last afternoon of the school year) at 2pm – 4.30pm** and we welcome all parents, grandparents, carers and family friends to come along and join us for a family picnic and summer fair to celebrate the end of term together. We will still have a bouncy castle, stalls and a number of exciting activities, games and food stalls for you to come and enjoy.



There are also changes to the Year 6 Sports Day and the Year 6 Leavers Assembly. Please see Parentmail for full details.

Mentions:

Nursery: Ayla G, Lola B, Isaac C.

Reception: Callum C, James H, Donte W, Jacob B

Year 1: Archie B, Amelia H, Preston-Joe C, Brooke W.

Year 2: Brayden B, George P, Harsharn S, Harley-Jack H.

Year 3: Jenson H, Kawthar A, Karson-Jak M, Freddie J.

Year 4: Brandon C, Khaled A-S, Lawson D, Erin C.

Year 5: Jacob R, Ella T, Ra'mel A, Joseph A.

Year 6: Transition week

Attendance:

Whole School attendance: 92.91 %

Winning Classes: 3NW - 100 %

Time 2 Chat:

Would you rather be a cat or dog? Why?



Sign of the week:



Holiday



Bucket and spade



Beach



Holiday

<https://www.youtube.com/watch?v=rRMKxB4tZf8>

bucket and spade

<https://www.youtube.com/watch?v=LV5hPcyilJo>

beach

https://www.youtube.com/watch?v=LB9XD_QhrQ8

Feelgood Family Factor

Here are some perfect activities for the current beautiful weather we are having. No better time than to get outside and have fun. These activities and games will help children reconnect with the natural environment. Please see our website for the full health and wellbeing booklet including 14 activities and games.

Health & Well-being

// Activities & Games

ACTIVITY 1 EARTHING

Overview

These activities encourage direct skin contact with the surface of the Earth e.g. with bare hands and/or feet.

What to do...

Barefoot Walking

- It is thought that walking barefoot on the Earth enhances health and provides feelings of well-being. This practice occurs in diverse cultures around the world.
- Walking barefoot on uneven ground helps to strengthen core muscles and supports balance development.
- Simply choose an appropriate spot, complete safety checks and encourage your learners to remove shoes and socks. Stand still on the grass, soil, sand etc. and take a moment to check on how this feels.
- What sensations are there? Have you noticed anything around the chosen environment and repeat.

Rest and Breathe

- Identify bare foot as per Barefoot Walking.
- Ask learners to stand still and feel their feet planted on the Earth.
- Ask them to close their eyes and imagine that they are a tree rooted to the ground.
- How describe the following journey in a slow paced and even tone.

"Feel the roots coming out from the sides of your feet and putting down into the soil. The roots go through the soil, through the grass, through the roots of the tree, up through the trunk and into the branches and out into the twisted points of your hands and feet. Now release the energy out of the top of the tree and let it reach up into the sky as a white light, up into the blackness of space and allow the light to touch the energy of the sun"

- This might be enough or you can choose to continue a return journey to the heart of the tree.

Health & Well-being

// Activities & Games

ACTIVITY 2 GROUNDING

Overview

These activities focus on grounding as a technique that helps us to stay connected to the present and reorient a person to the here and now.

Grounding skills can be helpful in managing overwhelming feelings or intense anxiety. They help someone to regain their mental focus from an often intensely emotional state.

Grounding skills occur within two specific approaches: Sensory Awareness and Cognitive Awareness. Nature is a great space for this.

What to do...

Special Spot

- Really do this activity on a dry day so learners can make direct contact with the ground if they choose to sit or lie down. However, you can supply all mats if the floor is damp.
- Invite learners to choose a special spot that captures their interest, away from everyone else.
- Ask them to sit or lie quietly in any position they feel like. They can for example lie under or lean on a tree and stare up into its branches, sit on a bench looking out to sea or lie face down in a park.
- Explain that they can choose to look around their spot, focusing on the smallest details or just zone out.
- Choose the timeframe to suit the group and when finished allow time for everyone to gather together.
- Discuss how the quiet time made them feel and what they observed during their time in the special spot.
- The activity can be continued over any number of occasions with learners engaging in the ground to develop a relationship with their special spot.

Rock and Roll

- This activity allows learners to concentrate on a simple task, removing focus and developing mindfulness.
- Ask your learners to find two small stones.
- Show them the routine you will be expecting them to walk along for the activity.
- Explain that they need to put the stones onto the back of each of their hands.
- Then ask them to walk from A to B, turn around and return without dropping either of the stones.
- If they do fall off, they need to stop, pick them up and replace before resuming the journey.
- Discuss how everyone felt they did with the task.

WORKSHEET LEARNING can be used to track up and down a more challenging game.

Health & Well-being

// Activities & Games

ACTIVITY 3 MUDDY MARVELLOUS

Overview

The following activities provide opportunities for playing with soil.

More than half your body is not human! Human cells make up only around 45% of the body's total cell count. The rest are microscopic colonists. They are essential to your health.

Early exposure to dirt/germs helps to build up a more robust immune system.

'Friendly bacteria' or probiotics present in the soil, can naturally increase the levels of serotonin in the brain resulting in a similar effect to prescription antidepressants.

Getting your hands dirty can make you happier as well as healthier!

Learning Goals: Activities by asking each learner to bring in a small pot of mud from their garden or local area and compare colours and textures. Discuss what mud is made of.

What to do...

MUD PIT

- Encourage your learners to help you dig over a chosen area to create a mud pit for soft red play. Provide a range of equipment such as water buckets and digging implements. Cover with a sieged down tarp at night to prevent contamination from local animals.

MUD BALLS

- Encourage your learners to roll a handful of mud into a ball.
- Natural materials such as leaves, moss and sticks can be collected to coat the balls, which can be assembled together to create a natural sculpture.

MUD PRINTING

- Sticks or hands can be used by learners to make marks in mud. Once in place, the prints or marks. Chalk can be added for highlighting.
- An old bedsheet can be used for a group mud painting art effect. Leaves and other natural objects can be used for printing and providing an outline for splatter printing.

MUD DANCES

- Learners should spread mud all over a hard surface such as a rock and allow it to dry.
- If the mud has a high clay content the mud will begin to show a complex pattern of cracks as it dries.
- The pattern can be copied onto paper or photographed to replicate later.

MUD MONSTERS

- To create a mud monster learners will need a handful of mud, which they should form into a ball.
- The ball should be pressed against a suitable surface, e.g. wall or tree trunk, and the edges smoothed into the surface to help it adhere.
- Natural objects can be used to create facial features.
- This activity can be developed into making mud sculptures and masks to more masks and stories including emotions, expressions and characters.

This Week's Golden Table Children



Year 3	3JB – Jensen-Lee H, Jessica H	3NW – Brenden O, Libby B
Year 4	4DG – Freya D, Erin C	4GS – Jaicee S, Lila C
Year 5	5ED – Ella T, Jacob R	5IR – James P, Zachary P



Please remember to order and pay for any school meals in advance using Parentmail. The price for a school meal is £2.41.

Term Dates:

Please see below for the Nottinghamshire County Council School holiday dates for 2021/22.

- Last day of summer term – 22/07/2022

Inset Days

- Monday 25th July 2022
- Tuesday 26th July 2022
- Wednesday 27th July 2022

Class Emails:

Nursery (Mr Smith)	HPF1@holgateprimary.org
F2BD (Mrs Bennett/Mrs Dixon)	hedgehogs@holgateprimary.org
F2TP (Mrs Bacon/Miss Taylor)	foxes@holgateprimary.org
1HO (Mrs O’Kane)	1HO@holgateprimary.org
1BG (Miss Wragg/Mrs Grimwade)	1BG@holgateprimary.org
2EB (Miss Baker)	2EB@holgateprimary.org
2RV (Mrs Vowles)	2RV@holgateprimary.org
3JB (Mrs Bardgett)	3JB@holgateprimary.org
3NW (Mrs Wilkinson)	3NW@holgateprimary.org
4GS (Mr Smith)	4GS@holgateprimary.org
4DG (Mr Gleave)	4DG@holgateprimary.org
5ED (Miss Wood)	5ED@holgateprimary.org
5IR (Miss Roe)	5IR@holgateprimary.org
6AW (Mrs Woodhead)	6AW@holgateprimary.org
6AR (Mr Rathe)	6AR@holgateprimary.org

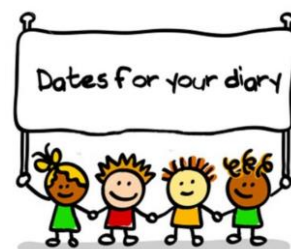
After school clubs

Monday: KS1 Athletics. Y3-Y5 Pen Pal with Art. Y5 & Y6 Football.

Wednesday: F1 & F2 Soccer tots. Y1–Y4 Dough Club.

Thursday: Y1-Y6 Glee Club. Y3-Y5 Dodgeball. F2-Y6 Film Club.

Friday: KS1 Football. Y1-Y6 Commando Joe.



EYFS

The Sun was shining when the whistle blew last week for the **Early Years Sports Day**. All of the children thoroughly enjoyed taking part in all the different events, trying their best, working as a team and cheering for their friends. The children were really excited to see all of the families, giving support from the side lines. Thank you to everyone who came and a special thank you to the parents who completed the running race....you added a little bit more entertainment for us!!!!



KS1 (Years 1 and 2)

The **Year 1** team are incredibly proud of their very grown-up Year 1's who had their Class Swap day to have a taste for what life is going to be like in Year 2. Both Miss Baker and Mrs Vowels commented on how fantastic the children were and how excited they are to teach them in September.



On Monday **Year 1** went to forest schools to collect leaves and twigs to make a bug hotel so we could write some fantastic instructions in English. We thought about the verbs we used to make the bug hotel and super adjectives to describe the materials. We also thought about the order we did it and used time connectives to make this clear. Our instructions were fabulous but here are some photos of us making the hotels. We hope the bugs like them!



KS2 (Years 3 and 4)

As we approach the end of the summer term, **Year 3** have been putting all their Stone Age knowledge and their English knowledge to the test as they try to set complete their board games. This week we have had to write lists for the equipment, set the rules and establish what the aim of the game is. They are really coming together now. Well done Year 3.



This week the **year 4's** have been writing a set of instructions to the Year 3's on how to survive in Year 4. They have included lots of the themes and topics they study and how to win over the new teachers! They have also done an artist study on Pete Cromer, who is an Australian artist inspired by nature.



KS2 (Years 5 and 6)

This week in **Year 5**, we have been designing our Ancient Greek chariots thinking about mechanisms such as wheels and axles. We have now read the last part of Who Let the God's out and have written a character description of Patricia. Next week we are looking forward to going to Titchfield Park and breaking up.



This week, our amazing **Year 6s** have been at their Secondary schools as they prepare for Year 7. Mrs Woodhead and Mr Rathe were really pleased to see so many excited faces on Wednesday morning for their first day. We know that they'll have represented our school wonderfully and had a fantastic time, making new friends and impressing their new teachers.

Nottinghamshire School Holidays 2021-22



September 2021 to July 2022

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~~| November 2021 | | | | | | |
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~~| December 2021 | | | | | | |
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~~| January 2022 | | | | | | |
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~~| February 2022 | | | | | | |
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~~| March 2022 | | | | | | |
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~~| April 2022 | | | | | | |
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~~| May 2022 | | | | | | |
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~~| June 2022 | | | | | | |
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July 2022						
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31						

August 2022						
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22	23	24	25	26	27	28
29	30	31				



School Holidays



Public Holidays



Administration Day*

Autumn Term

Schools Open - morning Tuesday 31 August 2021

Half Term - Monday 18 October 2021 - Friday 29 October 2021

Schools close - evening Friday 17 December 2021

Spring Term

Schools Open - morning Tuesday 4 January 2022

Half Term - Monday 14 February 2022 - Friday 18 February 2022

Spring Break - Monday 4 April 2022 - Monday 18 April 2022

Summer Term

Schools Open - morning Tuesday 19 April 2022

Half Term - Monday 30 May 2022 - Friday 3 June 2022

Late Spring Bank Holiday - Thursday 2 June 2022

Queen's Platinum Jubilee Bank Holiday - Friday 3 June 2022

Schools Close - evening Wednesday 27 July 2022

*Nottinghamshire County Council suggests that the first day of the new school year in September is taken as an administration day/teacher training day. Please note this may vary as schools are responsible for setting these days.

Spring Term

Schools Open - morning Monday 4 January 2021

Half Term - Monday 15 February 2021 - Friday 19 February 2021

Spring Break - Friday 2 April - Friday 16 April 2021