

NEWSLETTER

LYTHER NOWODHOW

Message from Mr Sturges

This week has been filled with wonderful conversations with the children, who have been eager to share and reflect on the exciting learning experiences they have taken part in. I have thoroughly enjoyed hearing about the fantastic trip to the Porthcurno Telegraph Museum, where pupils explored and deepened their understanding of light. These real-life experiences have clearly captured their curiosity and enthusiasm for learning.

Barn Owls and Year 6 have also been buzzing with excitement as they talked about their Wild Tribe sessions, which continue to build confidence, teamwork and a love of the outdoors. Hawk Owls have been developing their scientific enquiry skills through an investigation into capillary action, demonstrating impressive engagement and thoughtful questioning throughout.

We are also incredibly proud of Esme, Iris, Otilie and Eloise, who represented our school at the Peninsula Gymnastics Final. Their commitment, determination and positive attitudes were a credit to themselves and to the school. A huge congratulations to all four girls for this fantastic achievement. Thank you as well to Lisa Williams for generously giving her time to drive and support the team, your help is very much appreciated.

It has been a joy to see such enthusiasm for learning across the school this week, and these experiences continue to enrich and inspire our children in so many ways.

Kind regards



GARRAS CP SCHOOL
SKOL GYNSA KEMENETH
GARROS



SAFEGUARDING

<https://www.gwellio>

It is a free, anonymous online service to support adults with their wellbeing and mental health.

Tel: 01326 221653

garrassecretary@croftymat.org

BARN OWLS

KOWANNOW GWYNN

What a busy and exciting week we've had in Reception and Year 1! The children have been full of curiosity, creativity and enthusiasm across all areas of learning.

The Reception children have been exploring the composition of 5, investigating the different ways 5 can be made. They have developed a deeper understanding of 5 and how it can be partitioned into parts. Year 1 have been learning to add and subtract from 10, to 10 and across 10. Noticing patterns when using resources such as a 100 square and base ten.

To build on our science knowledge, we enjoyed a lovely plant hunt around our outdoor area, where we searched and identified different types of plants. The children showed great excitement about the natural world around them.

During our Wild Tribe session, the children carefully whittled willow sticks with a potato peeler (with close adult support) to create skewers, and used them to roast marshmallows over the fire. This was a fantastic opportunity to practise listening skills, follow safety rules and build confidence using new tools.

Inspired by the artist Jasper Johns, the children created vibrant artwork using their knowledge of primary and secondary colours to create their own version of 'Number in Colours'. They explored pattern, shape and colour.

In literacy, we have been sequencing the main events of our story and year 1 have written a diary entry for Milly the Superhero, using their understanding of Milly's feelings and actions from the story.

Thank you for your continued support. We're so proud of the children's enthusiasm and engagement this week and look forward to another fun-filled week of learning ahead!

Warm wishes,

Barn Owls Team 😊



HAWK OWLS

Kowannow Sparr Hok

This week, we have embarked on an exciting new literacy unit centred around the delightful book *Wolves* by Emily Gravett. The children have enjoyed reading the story and have written statement sentences to share what they already know about wolves, as well as thoughtful questions about what they would like to find out.

To add a fun twist, we received a letter from G. Rabbit, a character from the book! The children loved writing replies, which gave them a great opportunity to explore the difference between fact and fiction while practising the use of comparing conjunctions such as *but* and *however*.

We have also been learning how to write noun phrases, and the children thoroughly enjoyed creating descriptive phrases about wolves. They showed an excellent understanding of this skill, and the sentences they produced were wonderful!

In History, we continued our exploration of how children's lives have changed over time, focusing this week on Victorian children. The class was fascinated to learn about the various jobs children had during this period, including the surprising role of a Bird Scarer, as well as the challenging working conditions and dangers many children faced.

In Science, we have been carrying out an investigation where we observed the capillary action in celery. This is where we use food dye in water and see how it is transported up the celery over a period of time.

In RE, we have been learning about the covenant God made with Noah. The children created posters to show how modern-day Christians might follow this covenant. They came up with some excellent ideas, including picking up litter, planting more trees, recycling, and caring for animals.



EAGLE OWLS

Kowannow Er

Eagle Owls Weekly Update 🦉

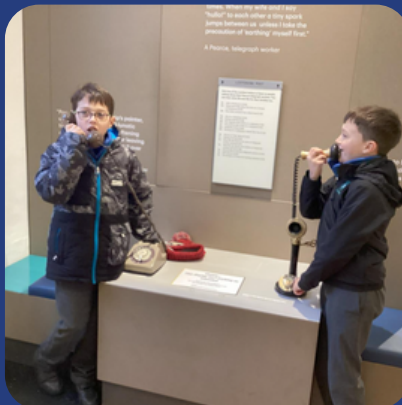
The highlight of this week was our fantastic visit to the Porthcurno Telegraph Museum. The children learned about the development of communication over time, including Morse Code, and enjoyed creating their own secret codes. Exploring the World War 2 bunker was particularly exciting, and the class were fascinated by examples of "old" technology such as Nokia phones and bulky computers.

In the afternoon, we focused on learning about sound. The children tested the springy-ness of air particles using syringes to show how sound travels through air, before making some delightful musical instruments to demonstrate how sound is created through vibrations.

Back in school, we have also been learning about the layers of the rainforest, developing our understanding of this rich and diverse environment. In PE, the children have continued to build their basketball skills, showing great teamwork and coordination. Year 6 children also took part in their first Wild Tribe session. It was very muddy but fun was had by all!

We are also very proud of two members of the class who represented the school at the Trust Parliamentary Council meeting, demonstrating confidence and responsibility.

Another brilliant week of learning and achievement—well done, Eagle Owls! 🦉



Garras Notice Board

Bord Argemynnow Garros



Please use the Absence Request form for your child absence. You can find the form on the school website

or [click here!](#)



School Communications to parents



Arbor

in-app messages and emails used for day to day communications.

Parent Pay

used for trips consents and payments.

Teachers2parents

available until the 7th July 2026 and used for reminders. After that date Crofty is moving to Arbor.

It is important that everyone please signs up to the Arbor app and Parent Pay website.

Any questions, please contact Mrs V.

Thank you for your patience and support during our communication system transition.



A kind reminder to not park on the zig-zag yellow line by the school area and on the yellow double lines by the roundabout during school drop off and pick up hours.



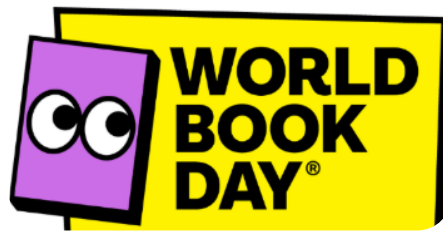
An amendment for the football league

New dates:

Monday 2nd February 2026 (instead of 1/2/25)

Monday 16th March 2026 (instead of 24/1/25)





Research shows 6 things that help children want to read at home:

- Share - read or listen to audiobooks together
- Access - having reading materials around them (including audiobooks, ebooks and graphic novels and comics)
- Choice - they pick what excites/interests them most
- Time - quiet moments help reading happen
- Help - get ideas from someone who knows what they like
- Fun - connect reading to other things they enjoy

These shape and guide everything World Book Day does.

We are thrilled to announce that Garras Community Primary School will be a book distributor for World Book Day this year! World Book Day takes place on 5th March, and we are delighted to let you know that a selection of books will be available to browse and collect from 12th February until 15th March.

These books are redeemable by any members of the community, so please do encourage friends and family to come along, explore the selection, and share in the joy of reading. We look forward to welcoming everyone and celebrating World Book Day together!

Made possible with support from The Julia Rausing Trust, Arts Council England, National Year of Reading and World of Books.



The 'Virtues Project'

The 'Virtues Project' helps us all to develop good character qualities such as kindness, honesty and creativity in our children. Every two weeks we will focus on a virtue which is introduced at the start of the two weeks at Monday's assembly. This time we have been focusing on "Unity".

During this time, everyone will look to identify pupils in each class who are demonstrating this virtue.

The children who have been identified this time are:

Barn Owls: Lewis

Hawk Owls: Isaac

Eagle Owls: Austin

www.virtuesineducation.com

Join the

CELEBRATION!



REMINDERS

KOFHEANSOV

Cross Country Dates

Tuesday 16th September	Race 1	Reception/KS1 and KS2	Helston South Site- 4pm
Tuesday 7th October	Race 2	Reception/KS1 and KS2	Mullion- 4pm
Tuesday 4th November	Race 3	KS2	Helston North Site- 4pm
Tuesday 24th February	Race 4	KS2/Peninsula qualifier	Helston South Site 4pm
March	Peninsula Final	KS2	TBC 4-5pm
March	School Games Final	KS2	Newquay
Tuesday 28th April	Race 5	Reception/KS1 and KS2	Helston North
Tuesday 12th May	Race 6	Reception/KS1 and KS2	Helston South Site - 4pm
Tuesday 9th June	Fun Run	Reception/KS1 and KS2	Mullion 4pm

INSET DAYS

Mon 23rd February 2026

Friday 8th May 2026

Monday 22nd June 2026

Thursday 23rd July 2026

Cornwall Council 2025/2026 School Term Dates for Community and Voluntary-Controlled Schools

September 2025	October 2025	November 2025
Mon 1 8 15 22 29 Tue 2 9 16 23 30 Wed 3 10 17 24 Thurs 4 11 18 25 Fri 5 12 19 26	Mon 6 13 20 27 Tue 7 14 21 28 Wed 8 15 22 29 Thurs 9 16 23 30 Fri 10 17 24 31	Mon 9 16 23 30 Tue 10 17 24 31 Wed 11 18 25 Thurs 12 19 26 Fri 13 20 27
December 2025	January 2026	February 2026
Mon 1 8 15 22 29 Tue 2 9 16 23 30 Wed 3 10 17 24 31 Thurs 4 11 18 25 Fri 5 12 19 26	Mon 5 12 19 26 Tue 6 13 20 27 Wed 7 14 21 28 Thurs 8 15 22 29 Fri 9 16 23 30	Mon 2 9 16 23 Tue 3 10 17 24 Wed 4 11 18 25 Thurs 5 12 19 26 Fri 6 13 20 27
March 2026	April 2026	May 2026
Mon 2 9 16 23 30 Tue 3 10 17 24 31 Wed 4 11 18 25 Thurs 5 12 19 26 Fri 6 13 20 27	Mon 6 13 20 27 Tue 7 14 21 28 Wed 8 15 22 29 Thurs 9 16 23 30 Fri 10 17 24 31	Mon 3 10 17 24 31 Tue 4 11 18 25 Wed 5 12 19 26 Thurs 6 13 20 27 Fri 7 14 21 28
June 2026	July 2026	August 2026
Mon 1 8 15 22 29 Tue 2 9 16 23 30 Wed 3 10 17 24 Thurs 4 11 18 25 Fri 5 12 19 26	Mon 6 13 20 27 Tue 7 14 21 28 Wed 8 15 22 29 Thurs 9 16 23 30 Fri 10 17 24 31	Mon 3 10 17 24 31 Tue 4 11 18 25 Wed 5 12 19 26 Thurs 6 13 20 27 Fri 7 14 21 28

Information Classification: CONTROLLED

CORNWALL COUNCIL
Together for Families

Key Dates

Christmas Day 25 December 2025
Boxing Day 26 December 2025
New Years Day 01 January 2026
Good Friday 03 April 2026
Easter Monday 06 April 2026
May Bank Holiday 04 May 2026
Spring Bank Holiday 25 May 2026
Summer Bank Holiday 31 August 2026

AUTUMN TERM (73 days)

1 September - 19 December 2025
(HALF TERM 27 - 31 October 2025)

SPRING TERM (59 days)

5 January - 2 April 2026
(HALF TERM 18 - 20 February 2026)

SUMMER TERM (83 days)

20 April - 23 July 2026
(HALF TERM 25 - 29 May 2026)

195 days are included on the school calendar. Schools will be open to pupils for 190 days. The five additional days are allocated for in-service training (INSET). Schools allocate their own INSET days.
Academy, trust and voluntary-aided schools set their own term dates and INSET days.

ATTENDANCE

ATTENDYANS

Barn Owls 96.71%

Hawk Owls 98.75%

Eagle Owls 88.10%

Whole school 95.03%

Important!

PE DAYS

Spring Term PE and Lesson Information

- Barn Owls will have PE on Fridays with Mr Warren.
- Hawk Owls and Eagle Owls will have PE twice a week:
- Thursdays with Mr Sturges
- Fridays with Mr Warren
- On Thursday afternoons, Hawk Owls and Eagle Owls will be taught Computing by Mrs Rayner.
- Music for Hawk Owls and Eagle Owls will continue on Fridays with Mr Sturges.

Please ensure children come to school dressed appropriately for PE on their class PE days.



DIARY DATES

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Wed 28 th January	Barn Owls Welly Wednesday SATS Club 3.15pm to 4.15pm
Thurs 29 th January	Y2 Wild Tribe
Mon 2 nd February	Eagle Owls Eden Project visit Football league Y5/Y6 3.45pm to 5pm
Tue 3 rd February	Y3/Y4 Indoor Athletic
Wed 4 th February	Barn Owls Welly Wednesday SATS Club 3.15pm to 4.15pm
Thurs 5 th February	Y3 Wild Tribe
Mon 9 th February	KS1 Gym Festival
Tue 10 th February	Inclusive festival Halwin School
Wed 11 th February	SATS Club 3.15pm to 4.15pm
Thurs 12 th February	Y4 Wild Tribe
From 16 th February to 20 th February	Spring Half-term break
Mon 23 rd February	INSET DAY - School closed

What Parents & Carers Need to Know about ARTIFICIAL INTELLIGENCE (AI) SOLUTIONS

WHAT ARE THE RISKS?

AI solutions are becoming increasingly popular. Trained on vast datasets of text (such as books, articles and websites) in order to learn patterns and relationships, AI solutions can generate text, images, audio, video, code or synthetic data, and can be used for things such as crafting poems or books, creating digital imagery or delivering video content. Recently there's been significant discussion in relation to the benefits and risks of AI solutions, with many undecided on whether it will be a force for good or potentially reduce the need for some job roles.

ROOM FOR INACCURACY

AI solutions, such as language models, generate their responses purely based on the data they've been trained on, which often comes from sources on the internet. Whilst questions will often illicit relevant responses, if some of the information they've been 'fed' is incorrect, it follows that the answers too may contain factual errors or inaccuracies.

REINFORCING BIAS

AI solutions, such as those generating content or images, can perpetuate existing biases present in the data they were trained, whether through the algorithms written by humans or the content taken from the web. This could easily lead to biased responses and potentially reinforce existing stereotypes, such as those around gender, race or disability.

IRRELEVANT INFORMATION

AI solutions don't have the ability to understand the context or meaning behind a question or a user request. Although highly advanced, the AI relies entirely on the data it's been exposed to and is devoid of independent thought or reasoning, which could lead to irrelevant or even nonsensical responses to queries.

LACK OF ACCOUNTABILITY

Fundamentally, AI solutions are machines or technology programmes that don't have the ability to take responsibility for the responses they generate. This could lead to confusion or misunderstandings in certain cases if the answers are taken as given. For instance, image-generative AIs can lead to output clearly derived from other peoples' content but without any attribution to the original source artist's work.

STIFLING CREATIVITY

One of the potential risks of children and young people continually using AI solutions for things (such as their homework) is that eventually, they might become reliant on it. In the long term, this could potentially impact their development and hamper their ability to think creatively or solve problems independently without the aid of an AI tool.

Advice for Parents & Carers

CREATE A SAFE ENVIRONMENT

If possible, try to be around when your child uses any type of AI solution and employ content filters to try and reduce the chance of profanity or age-inappropriate subjects appearing in responses. As with any kind of technology, it's important to ensure that children are using AI solutions responsibly and to be there to enable opportunities to discuss their use as part of a safe environment.

PROMOTE CRITICAL THINKING

Explain to your child that AI solutions can be used as one of many tools to help them research and learn, but that they shouldn't simply accept the responses they receive as the truth. Encourage them to question, verify and think critically about the information they get back – all of which apply equally to any website or platform they use.

DISCUSS BIAS

Talk to your child about the potential biases that may be present in the data that AI solutions are trained on, and how these viewpoints might find their way into the responses that AI generates. Again, with many things children might read online, it's healthy for them to consider whether the information is factual and presented fairly.

ENCOURAGE HUMAN INTERACTION

Not only should children supplement any use of software like AI with additional resources such as books and reputable internet sites, but they also should remember what they can learn from interaction with other people. Discussing things with teachers, relatives and friends isn't just an important and often invaluable aspect of learning – it's an essential part of life, too.

CHECK SCHOOL RULES

Make yourself aware of any rules or guidance your child's school might have about the use of AI solutions. Most software is still extremely new, so many schools may not yet have a policy, however, it's important to make sure your child is aware of how to use it appropriately and will be using it for the right reasons.

Meet Our Expert

Gary Henderson is the Director of IT at a large boarding school in the UK, having previously taught in schools and colleges in Britain and the Middle East. With a particular interest in digital citizenship and cyber security, he believes it is essential that adults and children alike become more aware of the risks associated with technology, as well as the many benefits.



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#WakeUpWednesday

Source: <https://openai.com/blog/chatgpt/> | <https://generativeai.net/> | <https://www.mckinsey.com/featured-insights/mckinsey-explainers/what-is-generative-ai>



www.nationalonlinesafety.com



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online talk by Jane Keyworth

Supporting a Child with ADHD

Challenging the stereotypes, offering practical support and explaining more about this condition

3rd February 10-11:30am
3rd March 7-8:30pm



Book online
facefamilyadvice.co.uk
£24 or Free with a school membership code



Are you struggling with a defiant child?



Facing Defiance

A six part online course for parents that you can complete in your own time. A step by step guide through a specific strategy aimed to support parents of children aged between 5 to 12 who are displaying very challenging behaviour, including children with ADHD, ODD and PDA.

go to facefamilyadvice.co.uk
Book online £48
on the Online Parenting Courses page

TROS AN HELLYS

BEGINNER BAND

ALTERNATE SATURDAY
MORNINGS, 10:30-12
ST. MICHAELS SCHOOL, FELTON

vwatiss@cornwallmusicservicetrust.org
lthrusell@cornwallmusicservicetrust.org



January 2026 Timetable

All sessions delivered live online via zoom, 90 minutes long
£24 each or FREE with School Membership
Book online at facefamilyadvice.co.uk
Recordings available for 48 hours (excluding Free Talk)

Autism - Improving Communication	5 Jan 10am
Improving Family Communication	5 Jan 7pm
Supporting A Child with ADHD	6 Jan 10am
Understanding Addictive Behaviour	6 Jan 7pm
Anxiety Based School Avoidance	12 Jan 10am
Understanding Anger	12 Jan 7pm
Supporting Healthy Screen Use	13 Jan 10am
Facing Defiance	13 Jan 7pm
Cannabis and Ketamine Awareness	19 Jan 10am
Anxiety Explained	19 Jan 7pm
Introduction to OCD	20 Jan 10am
What Is ACT?	20 Jan 7pm
FREE Responding to Angry Behaviour	22 Jan 7-8pm
Raising Self-Esteem	26 Jan 10am
Decreasing Depression	26 Jan 7pm
Supporting Healthy Sleep	27 Jan 10am
Understanding the Teenage Brain	27 Jan 7pm



FEBRUARY 2026 Timetable

All sessions delivered live online via zoom, 90 minutes long
£24 each or FREE with School Membership
Book online at facefamilyadvice.co.uk
Recordings available for 48 hours (excluding Free Talk)

Autism - Improving Communication	2 Feb 10am
Improving Family Communication	2 Feb 7pm
Supporting A Child with ADHD	3 Feb 10am
Understanding Addictive Behaviour	3 Feb 7pm
Anxiety Based School Avoidance	9 Feb 10am
Anxiety Explained	16 Feb 10am
Cannabis and Ketamine Awareness	16 Feb 7pm
What is ACT?	17 Feb 10am
Introduction to OCD	17 Feb 7pm
FREE - Reducing the Harm from Screens	19 Feb 7-8pm
Understanding the Teenage Brain	23 Feb 10am
Raising Self-Esteem	23 Feb 7pm
Decreasing Depression	24 Feb 10am
Supporting Healthy Sleep	24 Feb 7pm
Understanding Anger	9 Mar 7pm
Facing Defiance	10 Mar 7pm

CMST AND ASONE MUSIC

Learn The Ukulele With Us

ST. MICHAELS SCHOOL SATURDAY MORNINGS 10:30-12

LET'S LEARN AND PLAY!

LEARN:

- How to play ukulele
- Ukulele chords
- Basic strumming patterns

For more information, please contact:
SSCOTT@CMST.CO.UK OR VWATKISS@CMST.CO.UK

CMST

Thursday 29th January

PIZZA THE ACTION

MAINS

Cheese & Tomato, BBQ Chicken

SIDES

Potato Wedges and Cucumber & Tomato Salad

DESSERTS

Chocolate Ice Cream

*Menus may be subject to change

Chartwells

SPACE

Supporting Parents And Children Emotionally

SPACE is a free programme for any parent or carer who wants to better understand and support their children's emotions, as well as their own.

Each SPACE course is 5 sessions long and will cover:

- Understanding what is meant by a trauma informed approach
- Understanding basic stress and the fight/flight response
- Practical approaches to support children to regulate their emotions
- Healthy coping strategies for dealing with stress
- Managing different emotions
- Understanding behaviour
- Building resilience in ourselves and our children
- Adapting appropriate expectations of children
- Enhancing your ability to provide nurturing care

MSST has several upcoming 5 session SPACE courses as follows:

Every Monday from 12th January - 4th February 2026 - 13:00-14:30
FACE 10 SPACE at Helston Family Hub, Network Road, Helston, TR13 6SP

with ONLINE programmes on:

Every Friday from 1st January - 6th February 2026 - 09:30-10:30
or
Every Monday from 14th January - 19th February 2026 - 09:30-10:30

To request a place, complete the online form or scan the QR code provided BY 19th DECEMBER 2025:
<https://forms.office.com/e/cr509N6pNv>

These courses are for parents/carers of children 5-11 yrs only

Spaces are limited (Max 8 per session); if you cannot attend, please notify us ASAP - 01726 872204