

News on the Nineteenth



Wormley CofE Primary School (VC)
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February 2026

<p>EASTER BREAK Friday 27th March 1.20pm</p> <p>Children return on Tuesday 14th April</p> <p>HALF TERM 25th May - 29th May Children return on Tuesday 2nd June</p>	<p>WORMLEY'S SCHOOL CHOIR SING AT THE O2 ARENA</p> <p>Our school had an amazing day at the O2 Arena singing with other choirs from around the country. Our children at the Young Voices concert performed in a live broadcast of The Wicked Worldwide Singalong. You can listen to it on YouTube.</p> 
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SAFER INTERNET DAY



Tuesday 10th February was Safer Internet Day 2026. The theme was the use of AI. Many of our older children took part in a BBC live lesson hosted by Georgie Barrat and Joe Tasker. Children explored the careful decisions behind responsible AI design, from selecting reliable, accurate, and unbiased training data to writing system prompts that prevent 'bad' AI behaviour.

All children considered the opportunities and the dangers involved in using the internet.

The NSPCC have produced a parent's guide to online safety for children under 5

https://www.nspcc.org.uk/keeping-children-safe/online-safety/parents-guide-online-safety-children-under-five/?utm_source=print&utm_medium=print&utm_campaign=&utm_content=vodafone_under_fives_online_safety++Feb26&source=

Common risks for under-fives

Young children don't yet have the skills to navigate online spaces safely. Some of the most common risks to them include:

- autoplay traps - video platforms often play the next clip automatically, which can lead to children seeing content that isn't suitable for them
- inappropriate content - even child-friendly apps can show adverts or videos that aren't suitable for this age group
- accidental purchases - in-app purchases and pop-ups can tempt children to click, leading to unexpected costs
- inappropriate use - young children may explore their bodies using cameras or devices without understanding privacy or boundaries
- sharenting and image misuse - parents might share images online while others might take and misuse children's photos. That can create long-term privacy and safety issues

- overuse - long periods of passive screen time can affect children's sleep, play, and development.

Understanding these risks helps parents take simple steps to protect children while still enjoying the benefits of technology.

What do experts say about screen time for under-fives?

The World Health Organisation (WHO) has recommendations for younger children by age group:

Children under one year old

Screen time is not recommended for infants, apart from being in video calls with family members who may live further away.

Children aged between one and two years old

For one-year-olds, sedentary screen time (using screens while sitting down eg to watch TV or videos or play computer games) is not recommended. For two-year-olds, sedentary screen time should be no more than one hour per day - and less is better.

Children aged between three and four years old

Children of this age should be spending no more than one hour a day on sedentary screen time and less time is preferable. When they are sitting down and using devices, it's best for children to be engaged in reading and storytelling with a caregiver.

The WHO's recommendations highlight that screen time should be limited and purposeful. It's not about banning technology completely, but about making sure it supports children's development rather than replacing play, conversation, and movement.

Managing technology with young children can feel overwhelming, and there's no one-size-fits-all solution. This guide is here to help, but it's not about strict rules or perfection. Every family is different, and what works for one may not work for another. The goal is to find an approach that feels right for you - one that balances safety, learning, and everyday life. If giving your child a phone for contact, consider removing access to the Internet for their own safety.

Y3 TRIP TO THE BRITISH MUSEUM

As part of our history studies, Y3 visited the **British Museum** to see the **Ancient Egyptian** exhibits.

It was a wonderful experience which the children really enjoyed - especially the train ride there and back!

They saw the mummies and their sarcophagus, the Canopic Jars, the Elgin Marbles and the Rosetta Stone. There is still so much more for them to see there.



Families can visit the British Museum, the Natural History Museum and the Science Museum for free.

WORLD BOOK DAY - WORMLEY'S READING CHALLENGE TERM

Parents have a powerful role in improving their child's literacy.
This term we are encouraging everyone to read a little bit more!



Daily parent-child reading significantly boosts vocabulary development and school readiness by exposing children to more words and complex language. Research indicates that consistent, interactive reading—where parents ask questions and discuss story context—fosters better receptive and expressive language skills, particularly for children aged 2-5, with potential impacts extending into academic performance.

Impact on Vocabulary Development

Massive Word Exposure: Children whose parents read to them daily are exposed to at least 290,000 more words by Reception than those who are not, with some estimates exceeding one million words for high-frequency readers.

Diverse Vocabulary: Book reading provides exposure to a more diverse, sophisticated vocabulary than is typically used in everyday spoken conversation.

Receptive and Expressive Gains: Studies show that early shared reading, especially starting from infancy, predicts stronger receptive vocabulary (understanding) and expressive vocabulary (using).

Key Factors for Success

Interactive (Dialogic) Reading: The quality of the interaction, such as asking open-ended questions "What do you think will happen next?", is as important as the quantity of reading.

Relating to Real Life: Connecting book content to the child's experiences "We saw that animal at the zoo" enhances comprehension.

Using Print Books: Physical books often lead to more engaged conversations and higher-quality interactions than e-books. Some young children try to *swipe* books.

Long-Term Benefits

Reading Comprehension: Early reading habits are strong predictors of later reading comprehension.

Academic Success: The vocabulary gains from early, shared reading are directly linked to better school performance, improved language skills, and enhanced, long-term motivation to read.

Support for All: While beneficial for all, regular shared reading is particularly effective for children from lower-income, or less advantaged backgrounds, helping to bridge the early language gap.

Self regulation: Children who are read are better at regulating their emotions. They benefit from the security of an adult invested in them.



We will be celebrating **World Book Day** (Thursday 5th March) over the week with **poetry performances** for parents and carers.

Wednesday 4th March 9.15am - Reception

Wednesday 4th March 2.30pm - KS1

Thursday 5th March 9.15am - LKS2

Thursday 5th March 2.30pm - UKS2

Thursday 5th March - Nursery (in classroom)

Friday 6th March 9:30am - Puffins & Herons



Please join us in the KS1 hall or KS2 hall for the performances.

World Book Day is about celebrating books and reading all year round. It's never too early to encourage a love of reading and we hope you find activities and advice here to help you enjoy sharing stories together as a family not just on World Book Day but every day of the year.

Please follow this link to the World Book Day hub for families

<https://www.worldbookday.com/families/>

For little ones and early readers, head over to **Share A Story Corner** where you can find video stories and activities to enjoy together.

Fluent and independent readers can join our **World Book Day Book Club** with different books to inspire you every month and everyone can enjoy the *free audiobooks* in our **World of Stories**.

Why not also try our fun **Look for the Book game** where you get to spy all your favourite book characters?

We're also here to help with reading recommendations and book lists for everyone to enjoy from reluctant readers to avid bookworms.



There are still opportunities to win a **Reader Bear** or many other prizes for regular reading in this Reading Challenge Term!

3 lucky families will win cinema tickets for their efforts to develop independent, successful and engaged readers.

Don't forget to record reading together in the children's reading records as these are vital as evidence in assessing children's reading to see if they read widely and with commitment to a book.

SCIENCE WEEK 2026

We are looking forward to our **Science Week 2026 - Curiosity About Water** 9th-13th March

Each class will be learning about the oceans and seas and the creatures that live in them, particularly their class name creature. KS1 and KS2 will be visiting aquariums to learn more about habitats, adaptation, food chains and the threat of climate change on our oceans.

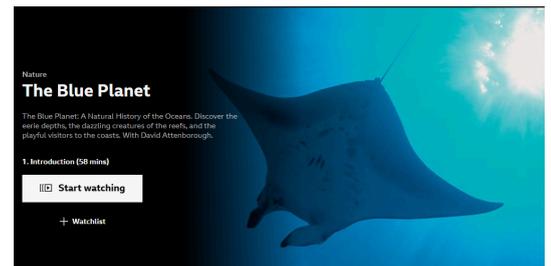
In addition, EY and KS1 children will investigate floating and sinking and carry out investigations with water.

KS2 children will be learning the properties and states of water and focusing on the environment e.g. plastic in the oceans, natural energy sources and minerals, sea levels, sea temperatures and the impact

We will be encouraging **Curiosity Investigation Ideas** using I wonder questions to prompt discussions

I wonder how fish breathe underwater? I wonder what colours are most vibrant under water?

I wonder how waste can destroy animal's habitats under the water?



Whole school Home Learning Task:

We are encouraging children to research a scientist and create a piece of learning on their chosen scientist. This could be done in many different ways (posters, slides, videos) *It would be good if they research a scientist that is not well known.* There are so many fantastic scientists that can inspire the children, including women scientists and scientists of colour.

Let's find out about some different scientists to traditional, well known ones.

The children may dress as scientists for the week

IMPORTANT INFORMATION REGARDING NATIONAL ASSESSMENT IN 2026

KEY STAGE 1

The Y1 Phonic Screening will take place in the week commencing **8th - 19th June**



KEYSTAGE 2

The Y4 multiplication tables check will take place in the weeks commencing **1st - 12th June**

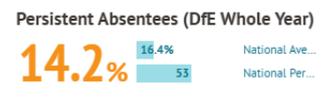
The KS2 SATS is timetabled from **11th-14th May**

ATTENDANCE AND PUNCTUALITY

We have seen some improvement with attendance this year (95.1%).

The percentage of pupils who are persistently absent is up to: 14.2% from 11.8% this time last year.

Any child who is persistently absent is missing 10% of time expected in school ... or more.



This equates to 1 in 10 days of learning missed so far this year.

Learning is linear. Each day learning is built on what has been learnt the day before. When children are absent, they have gaps in their learning which can cause them to have misunderstandings and misconceptions. This can then lead to anxiety about learning.

If a child is going to be absent from school, parents and carers are expected to contact the school and explain their absence as children are required by law to attend school. If we have no explanation for absence, or if a child has been taken out of school for a holiday, this is recorded as unauthorised absence. This can lead to a fine. We know that there have been a lot of childhood diseases circulating over the winter. Children should be at home if they have a temperature, are contagious or have had sickness and diarrhoea but if a child has a 'sniffle' or 'feels a little under the weather' or is 'feeling tired', they should be in school. We will contact you to collect them if they worsen.



Lateness has improved. Lateness is also recorded as an absence as the child is not in school learning with their peers. Please make sure children arrive on time, within their 10 minute window.

As soon as the gate/door closes, learning begins! A late start can be very difficult for children. The school has very little control over attendance. Please ensure your child is in school unless they are very poorly. Thank you.

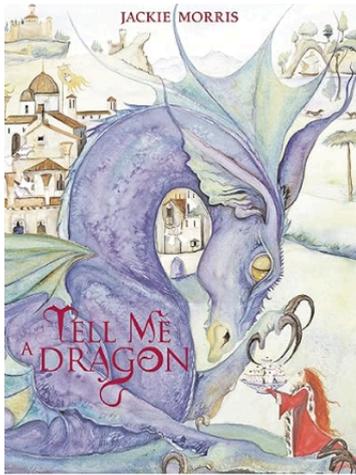
SPRING CREATIVE ARTS



As part of their studies about the **Aztecs** - a Pre-Columbian Mesoamerican people of central Mexico in the 14th, 15th, and 16th centuries - Y5 have been learning about the Aztec pyramids. They were stepped, platform-based structures topped with temples dedicated to gods, serving as religious centers for rituals like human sacrifice, with the most famous being the Templo Mayor in their capital, Tenochtitlan (modern Mexico City)

They are currently learning about the Day of the Dead in Art and Design. This combines the ancient Aztec custom of celebrating ancestors with All Souls' Day, a holiday that Spanish invaders brought to Mexico starting in the early 1500s. During Day of the Dead, life-size papier-mâché skeletons and miniature plastic or clay skeletons are everywhere. Why? Mexicans honor their ancestors on Day of the Dead, but they're also reminding themselves that death is just a part of life. Hanging out with skeletons reminds people that one day they will be skeletons—but not for a very long time!

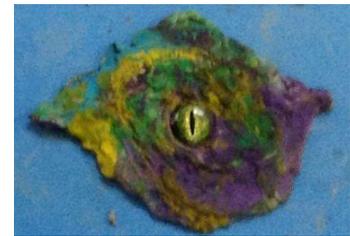
The children will be making clay skulls.



Year 2 have been learning about **Dragons** in English.

They read a wonderful picture book called **Tell me a Dragon**.

Their art was inspired by their reading and their story telling as they created their own dragon stories and gave us a glimpse of their dragon's eye!



Year 6 have learning about **Abstract Expressionism** in Art and Design. Souleymane Keita is an artist born on the historic Island of Gorée, Senegal. His style of art is Abstract Expressionism. Keita blended the historical weight of Gorée with American-influenced abstraction, using dark and earthy tones to evoke the island's memory. His ink masterpiece is called 'The Door to Nowhere'.

Here are some of the Y6 interpretations:



OUR VALUE NEXT HALF TERM IS TRUTHFULNESS

This term we will be exploring Truthfulness - the quality of being honest and sincere in expressing one's thoughts, feelings, and experiences.

We will look at stories in the Bible which teach us about the value of truthfulness and think about how Christians believe that Jesus is the truth - as we approach Easter.

"I am the way, the truth and the life" John 14:6+



AGENT CONSIDERATE AND AGENT CURIOUS

We will be asking children to deploy their Agent Considerate and Agent Curious this term



Agent Considerate - the power of thoughtfulness
Agent Considerate is very **thoughtful** and thinks deeply. This agent enjoys **collaborating** with others and shows **courtesy** towards others' ideas, opinions and beliefs. Agent Considerate has **empathy** for people, shows **compassion** and can **forgive** them when things go wrong. Agent Considerate is a good **listener** and tries hard to be **friendly** and **inclusive** of everyone which makes for a very popular agent. (Thought bubble)

Agent Curious - the power of wonder
Wondering about the world and **asking questions** is what Agent Curious does best. When faced with new and challenging tasks, this agent has an **open-mind** and **explores** solutions **inquisitively**. Agent Curious has a **thirst for knowledge** and enjoys **engaging** with other people's ideas and activities. (Magnifying glass)



PART-TIME CLEANER

Broxbourne URC Mill Lane EN10 7BQ

We're looking for a reliable, friendly cleaner to help keep our church clean and welcoming for worshippers and community groups. You should be able to work independently, be physically able to carry out cleaning tasks, and be respectful of a church environment. **Hours:** Monday-Friday, 6:30-8:30am (2 hours daily), with occasional extra hours.

Duties: General cleaning of toilets, hall, meeting rooms and worship space, emptying bins, and restocking supplies.

Pay: Hourly rate based on experience (paid monthly).

Apply / Enquiries: Email: halletssec@hotmail.com / Phone: 07707 180296

References: Two required (at least one professional).

Deadline: Noon, Monday 23 March 2026

Interviews: Week beginning 30 March 2026

Start date: Monday 13 April 2026 (with shadowing the week before).

If this is not of interest to you personally, please have a think whether you know of anyone that might be interested, pass this on to them and encourage them to consider applying. Thank you.



DSPL COFFEE MORNING - THE MOVE TO SECONDARY SCHOOL

Monday 20th April 9:00-10:30 am

High Leigh Primary School EN11 8GF

You are invited to a relaxed and supportive coffee morning designed to offer valuable information with a focus on the transition to secondary school. The event will be informative and enriching with a range of professionals available to you: we encourage you to bring along any questions or topics you would like to discuss.



Supporting Families with Protective Behaviours

For Mums, Dads & Carers

Online courses starting February 2026



Wednesday mornings
4 Feb—25 March
9.30am—11.30am
Or

Wednesday evenings
4 Feb—25 March
7.00pm—9.00pm

Are you looking for strategies and new ideas to help improve family life?

This fully funded 8-week term time course can help you to:

- Understand what behaviour may be influencing your child's behaviour
- Understand how Feelings, Thoughts and Behaviour link together
- Respond to a range of feelings e.g. anger, frustration, anxiety, stress and worry
- Improve communication to build better relationships
- Build on your own and your child's strengths
- Learn strategies to help you and your family feel safe

For eligibility and to book your fully funded place please use this link or the QR code:
<https://forms.office.com/e/AhqfPJUW6T>
or email: enquiries@familiesfeelingSAFE.co.uk



Please like us on Facebook for further updates @familiesfeelingSAFE

Funded by Hertfordshire County Council



Supporting Dads with Protective Behaviours

For Dads & Male Carers

Online course starting February 2026



Thursday evenings
5 Feb—26 March
7.00pm—9.00pm
(excluding half term)

Are you looking for strategies and new ideas to help improve family life?

This fully funded 7-week term time course can help you to:

- Understand what behaviour may be influencing your child's behaviour
- Understand how Feelings, Thoughts and Behaviour link together
- Respond to a range of feelings e.g. anger, frustration, anxiety, stress and worry
- Improve communication to build better relationships

For eligibility and to book your fully funded place please use this link or the QR code:
<https://forms.office.com/e/AhqfPJUW6T>
or email: enquiries@familiesfeelingSAFE.co.uk



Please like us on Facebook for further updates @familiesfeelingSAFE

Funded by Hertfordshire County Council



PARENT & CARER SUPPORT SPRING 2026

TALKING ANXIETY

6 weekly sessions for parents/carers of children aged 8-19.

- Understanding why children and adults get anxious
- Develop strategies to handle anxiety in yourself and others
- Recognise the early signs of anxiety
- Reduce stress and tension
- Encourage resilient behaviour



Wednesdays
9.45 -11.30am Not half term
4thFeb to 18thMar
Online Course ID 801

TALKING FAMILIES

6 weekly sessions for parents/carers of children aged 2-12.

- Managing behaviour with consistency
- Encouraging positive behaviour
- Building your child's self esteem
- Setting and maintaining boundaries
- Responding to difficult feelings
- Developing a strong parent/child relationship for now and the future



Thursdays
9.45 -11.15am Not half term
5thFeb to 19thMar
Online Course ID 798

TALKING TEENS

6 weekly sessions for parents/carers of children aged 12-16.

- The Teen Brain: physical and emotional change and why behaviour changes
- The link between feelings and behaviour
- How to maintain your relationship and communication
- How to negotiate and reduce conflict



Thursdays
7.45 -9.15pm Not half term
5thFeb to 19thMar
Online Course: ID 803

Wednesdays
7.45 -9.15pm Not Easter
11thMar to 29thApr
Online Course: ID 802



Date	Sessions	Time	Venue
2nd, 9th, 23rd	Mon Dungeons & Dragons (Full)	12.30-3.30	The Zone@The Galleria
3rd	Tue Connect Primary age	4.50-6.00	The Zone@The Galleria
5th, 12th, 26th	Thu Bushcraft/Stem Home Ed Age 4+	10.30-12.00	The Zone @ The Galleria
5th	Thur Teens Group@The Hub	5.30-12.30	The Hub@The Galleria
6th, 13th, 27th	Fri Parent /Carer Wellbeing	2.00-4.00	The Zone@The Galleria
7th	Sat Basketball/Archery	5.00-12.30	Birchwood Leisure Centre
11th, 25th	Wed Early Years Stay & Play	3.00-5.30	The Zone@The Galleria
12th, 26th	Thur Trampoline Age 5+	6.30-8.00	Gosling Sports Centre
13th	Fri Youth Group 16 Plus	4.00-5.00	The Hub@The Galleria
14th, 21st	Sat Family Football	6.00-7.30	Birchwood Leisure Centre
17th	Tue Roller Skating	10.30-12.30	Roller City WGC
18th	Wed Connect under12s	1.00-3.00	The Zone@The Galleria
18th	Wed Connect 12 Plus	6.30-8.00	The Zone@The Galleria
19th	Thur Soft Play	5.30-6.30	Birchwood Leisure Centre
TBC	Fri Skateboarding Age 9+	12.00-2.00	Pioneer Club St Albans
28th	Sat Potential Tracks Train Club 10+		The Hub@The Galleria

To book visit: potentialkids.org.uk/events

For further information email: info@potentialkids.org



WISHING YOU ALL A HAPPY HALF TERM