



Braishfield Bugle



Friday 15th May 2026

Be kind, be brave, be ready to learn, and be your best.

Together, we grow a love of learning and a community where everyone belongs and achieves.

Dear Families,

As we come to the end of another busy week in school, it has been wonderful to see the children continue to be enthusiastic learners and show great kindness towards each other and especially Year 6. The rest of the school carried on quietly with their learning and welcomed some additional learners in the form of Year 5s joining their classrooms. Thank you to the children and staff from Little Acorns all the way up to Oaks' Year 5s for their support and cooperation.



A big thank you and well done must also go to the Year 6 children and the Oaks staff team for their hard work and support this week. The classroom has smelt like a bakery all week thanks to the delicious breakfasts on offer to help prepare Year 6 for their tests. They will no doubt enjoy a well-earned rest this weekend.



This week, we also welcomed a visitor to assembly from the local Dog Warden. He brought his dog, George, to visit the children and help them understand and remember how to behave safely around dogs — particularly as we are using the recreation ground more and more often in the summer months.

Finally, the children have been enjoying the new picnic lunch menu and the opportunity to eat it out on the rec with their friends. Here is one example of what has been available this week.



Wishing all of our families a lovely weekend.

Best wishes,

Natalie Alldred – Headteacher

headteacher@braishfield.hants.sch.uk

Celebration Assembly – 9am on Friday morning

Our wonderful children who have been awarded certificates this week.

Headteacher's Certificate			
Ezra			
Little Acorns	Big Acorns	Saplings	Oaks
Hallie	Sofia Willow	Zachary Hazel	Skye Cian Fleur



Congratulations to all of the children below who were awarded their **Bronze** reading badges this week for **100 reads!** What a fantastic achievement!

- Darcie H and Lily P

Upcoming events ...

- Wednesday 20th May - Year R Aquarium trip
- **Thursday 21st May – Census Day – please encourage your child to order a school lunch today**
- Friday 22nd May - Sports Day
- **Monday 25th - Friday 29th May - Half Term**
- Monday 1st - Friday 12th June - Year 4 Multiplication Check
- Wednesday 3rd June - Big Acorns trip to SeaCity
- Sunday 7th June - Handy Helpers Day
- Monday 8th - Friday 12th June - Year 1 Phonics Screening Check
- Thursday 18th June – Class Photos
- Friday 26th June – INSET Day (school closed to pupils)
- Saturday 4th July – BSA Summer Fayre
- Friday 10th July – KS2 Production Day
- Saturday 18th July – Braishfield Flower Show
- Wednesday 22nd July – 9:30am Leavers' and Progress Cup Assembly
- **Wednesday 22nd July – End of term and school year**
- <https://www.braishfield.hants.sch.uk/special/calendar/>

Parent Forum

Thank you to those parents who attended our Parent Forum this week. It was lovely to have so many of you there and have the opportunity to share more details with you about our school and to gather parents' voices and opinions. I am keen to ensure that we work together and appreciate you taking the time. Please find the minutes of the meeting attached to this week's Bugle email.

Mrs Wortham and Mrs Alldred

What we have been learning this week...

Little Acorns

This week in Little Acorns, the children have begun exploring ocean habitats. They have written 'I can see' sentences about underwater creatures and started creating colourful collages inspired by life beneath the sea.

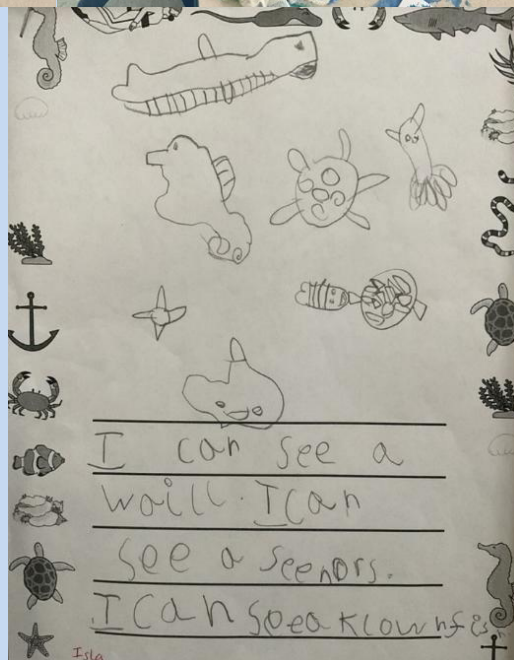
In Maths, the children have been learning to compare numbers and worked with Miss Frampton to order digits 1–10, as well as enjoying number track games. During PE with Tom, the focus was on developing hopping skills, while in PSED the children have been learning about the importance of teamwork.

Everyone is very excited and counting down the days until our aquarium trip next week!

Mrs Wortham and Miss Jones

To find out more about the learning in Little Acorns, please

visit: <https://www.braishfield.hants.sch.uk/page/?title=Little+Acorns&pid=195>



Big Acorns

This week, we have been working hard at developing our skills in our writing, in preparation for writing our own class information book about wolves next week. The children have been working on writing and punctuating questions as well as writing responses to these using compound sentences. In maths, we finished our unit on time and have moved on to addition. We learnt how to use a number line to add and the children have been trying their best at using their known number bonds to help add bigger numbers. In RE, we talked about special food in the Sikh religion and the children created their own tasty langer meals. We also learnt why this is a special food to Sikhs. In PE, the children practised their athletics skills in preparation for sports day next week. We also had an important assembly about keeping safe around dogs which Big Acorns were very enthusiastic about and had several interesting questions for our special guest!

Mrs Morant

To find out more about the learning in Big Acorns, please visit: <https://www.braishfield.hants.sch.uk/big-acorns-1/>



Saplings

This week in Saplings, we started our new English unit called *Contre Temps (Against Time)*. We watched the first part of the clip and then rewrote it using conjunctions. We also wrote a prequel to the story using fronted adverbials.

In Maths, Year 4 have been adding and subtracting decimals, whilst Year 3 have been solving multiplication and division problems. It was nice having the Year 5 children helping us. In Science, we planned an investigation to see what happens to leaves when they are kept with and without sunlight. In Art, we designed our 3D pots inspired by Picasso and Scarpace, and today we made them out of clay. Next week, we will be painting them.

Mrs Doherty

To find out more about the learning in Saplings, please visit: <https://www.braishfield.hants.sch.uk/saplings-1/>



Oaks

We are incredibly proud of our Year 6 pupils for the resilience, determination and maturity they have shown throughout SATs week. The children approached each test with positivity, demonstrating the hard work and dedication they have shown all year. They should all feel extremely proud of the effort they have put into preparing for these important assessments.

Meanwhile, Year 5 have been working hard on creative writing activities and solving a range of maths problems while SATs have been taking place.

In other learning, the children have been developing their understanding of presenting and interpreting scientific data using line graphs. They have been considering the relationship between variables and discussing how confident they can be in the reliability of their results.

We were also very excited to announce to the class that this year's production is *Aladdin!* The children did a fantastic job during auditions today and have now been given their scripts so they can begin learning their lines and songs.

Today, the children enjoyed time playing in the park and on the rec, followed by an ice cream treat for being such a fantastic Oaks team during SATs week.

Miss Jones and Mrs Niles

To find out more about the learning in Oaks, please visit:

<https://www.braishfield.hants.sch.uk/oaks-1/>



Why Attendance Matters!

It is the legal duty of parents to ensure that their child receives full time education. Good attendance is vital to a child's progress and achievement. Common sense tells us that absence and lateness disrupt the continuity of learning and therefore affect progress and, ultimately, success. As a result of the direct correlation between attendance and achievement, it is vital that children achieve full attendance.

It is also important to note that short periods of regular absence can be just as damaging to learning as long term absence.

EVERY SCHOOL DAY COUNTS

BEING LATE ADDS UP TO A LOSS OF LEARNING

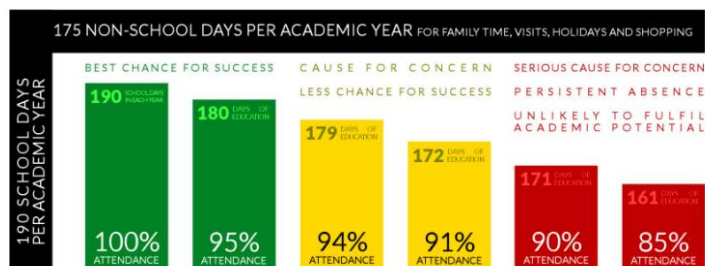
If you are 5 minutes late every day that adds up to 3 days lost each year.
15 minutes late is the same as being absent for 2 weeks per year.



*FIGURES ROUNDED TO NEAREST HALF DAY

GOOD ATTENDANCE MEANS

BEING IN SCHOOL AT LEAST 95% OF THE TIME (BETWEEN 180 & 190 DAYS)



🌟 Congratulations to **Year 6** who this week have achieved the best attendance in the school with 100%. Well done for showing such great commitment to learning!

Year 6 – 100%	0 days missed
Year 4 – 99.3%	½ a day missed
Year 5 – 96.2%	2 ½ days missed
Year 1 – 95.4%	3 days missed
Year R – 94.7%	4 days missed
Year 2 – 93.8%	5 days missed
Year 3 – 92.9%	5 days missed
Overall this week–96%	20 days of missed learning across the school
Overall this year- 95.8%	
Our minimum target is 96.5%	

BSA News

Summer Fayre - 4th July - Can you help?

We are still desperate for volunteers - please consider popping your name down on the rota!

<https://docs.google.com/spreadsheets/d/1kdGYuNLUwzoQ9ytSorENatLMn2yEWNfHvrppDB2V2jl/edit?usp=sharing>

If you are struggling to edit the spreadsheet, you can download the Google sheets app or send us an email with your preferred slot to braishfieldschoolassociation@gmail.com

Teddy Bears

This year we'd love to have a 'Teddybear Tombola' at the Fayre. If you have any unwanted soft toys that are in condition, please pop them in the wash and then bring them in to school - there'll be a collection point in the office.

Handy Helpers Day – Sunday 7th June 2026

We're delighted by the fantastic response from parents and carers who have already signed up to be our 'Handy Helpers' - thank you! With a number of jobs to tackle around the school site, this is a wonderful opportunity to come together as a community and make a real difference.

Join us on Sunday 7th June, 10:00am–2:00pm – save the date!

Whether you can spare the morning, the afternoon, or stay for the whole session, we'd love to have you involved. Please let us know your availability by completing the Google

Form: <https://forms.gle/pYZQfk5xh5t3CiDY8>

There's something for everyone to get stuck into, including:

- Planting and refreshing flower beds
- Painting fences and sheds
- General fixing and mending
- Litter picking
- Creating fun play features using pallets

This is more than just a tidy-up day – it's a chance for families to connect, collaborate, and help shape our school environment together.

Children are very welcome to attend; however, please note that they will not be supervised by school staff during the event and must remain under the care and responsibility of their parent or carer at all times.

If you're able to join us, please bring along any tools you may have.

We look forward to seeing lots of families there for a productive and enjoyable day!



Homework

Big Acorns

Year 1

Phonics: Practice adding the sound buttons and writing out the words on the spelling sheet 'year 1 summer 1 week 5'.

Maths: Practice counting forwards and backwards in 5s and 10s up to 100.

Year 2

Reading: If your child has brought home a pack of words, please read these once a day. This will support them with the books they are reading in their fluency groups in class. Continue to also listen to your child read their reading books they take home.

Spelling: Complete the spelling sheet in their reading pack.

Saplings

Year 3 and Year 4

TTRS/ Timestables.co.uk tables check.

Spellings - paper copy of spelling sheet

Oaks

Year 5 and Year 6

Over the next two weeks the children's homework is to become familiar with the Aladdin production by learning their lines, lyrics to the song and studying their character.

Sports News – Sports Day Friday 22nd May

Next week, we will be having our annual Sports Day.

Parents and carers are welcome to join us for the field events from **10:30am** on the recreation ground. If you would like to, then you are able to sign your child out of school and into your care for the duration of the **lunch hour between 12 and 1 to enjoy your own picnic lunch** on the rec. The children would need to be signed back in promptly at 1pm so that the afternoon races can begin as soon as possible after this. We will aim to **finish about 3/3:15pm** on the day and the children are then welcome to collect their well-earned ice cream (courtesy of the BSA) before enjoying an early start to their half term break.

For the lunch:

Little Acorns can be collected from their classroom door

Big Acorns from the school entrance

Saplings from the gate by the climbing frame onto the rec

Oaks from their classroom door

We look forward to seeing you there.

Mrs Niles

Sports' News – Congratulations!

We are delighted to announce that we have achieved the School Games Gold Mark Award for the 2025/26 academic year. The School Games Mark is a government-led award scheme launched in 2012, facilitated by the Youth Sport Trust to reward schools for their commitment to the development of competition across their school and into the community, and we are delighted to have been recognised for our success. As part of our application, we were asked to fulfil criteria in the areas of participation, competition, workforce and clubs, and we are pleased that the hard work of everyone at our school has been rewarded this year.

A special thanks to: Mrs Cooper and Mrs Sherfield for accompanying children to the competitions and Mrs Quarendon for supporting with the admin side.

We look forward to applying once again in 2027 where we will be aiming for the highest award, which is Platinum!

Mrs Niles



Rocksteady

Monday afternoons are filled with music in school. The children who participate in music lessons with Rocksteady are busy rehearsing for their concert next half term. Here are a few photographs of them in action.



Useful links and information:

Please see the below link from Hampshire County Council, which offers information may be of interest to families of children with Special Educational Needs.

[SEND Local Offer Discovery Days | Hampshire CTSH](#)

An advertisement for an Open Day at The Gregg School. The top part shows a group of children in school uniforms walking on a path in front of a large, white, classical-style building. Below the image, it says 'THE GREGG' and 'Visit our Open Day Saturday 27th June, 10am-1pm'. At the bottom, there is a dark blue banner with white text: 'Families with children from Reception to GCSE are all welcome!', 'Come and explore at your leisure: Grounds, Woodland and New Prep Location Classrooms, Music and Art Exhibition Activities, Story Trail and Free Refreshments', and 'Book online at thegreggschool.org/open-events'. There is also a small circular logo on the right that says 'Plus join us for our summer charity celebration Greggfest on 20th June!'.

Safeguarding and Wellbeing:

MHST – Mental Health Support Team – There are a range of different leaflets and information, which can be found on the bookshelf in the office foyer, and parents are welcome to take anything that might be useful to them.

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.

10 Top Tips for Parents and Educators HELPING NEURODIVERGENT CHILDREN NAVIGATE THE ONLINE WORLD

Neurodivergent people tend to be early adopters of technology, and many influential innovators in this space are neurodivergent themselves. It's therefore likely that a neurodivergent child or young person may be drawn to the online world from an early age. This isn't a concern in itself, but understanding both the benefits and potential risks is essential. Here are ten key considerations to support safe and positive online experiences for neurodivergent children.

1 TREAT ONLINE LIKE THE REAL WORLD

You wouldn't allow a child to cross a road without guidance – you'd hold their hand, use a pedestrian crossing, and model safe behaviour. In the same way, a neurodivergent child's first experiences online should be supported by an adult who can guide and explain safe and responsible digital behaviour to them from the outset.

2 MODEL RESPONSIBLE USE

Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Reflect on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping all children develop a balanced and informed approach.

3 KNOW YOUR LIMITS

Current government guidance suggests no solo screen use below the age of two, with a maximum of one hour per day for two- to five-year-olds. Screen time can support communication and connection when shared with an adult. However, passive watching can affect neurodivergent children's attention and language skills. Focus on the type of content they watch, encouraging slower-paced and meaningful material rather than fast-paced, overstimulating content.

4 CONSIDER AGES AND STAGES

For older children and teenagers, agreed limits are important. Screen time can be beneficial, but it should form part of a balanced lifestyle. Neurodivergent children may find online communication easier than real-world conversation, supporting their social interaction. However, it shouldn't be their only option. Encourage a range of activities, including creative play, physical exercise, and opportunities for real-world connections.

5 KEEP CONVERSATIONS OPEN

Discussions about online safety should begin early and continue as children grow. However, neurodivergent children may worry about getting things wrong or being misunderstood, meaning these kinds of conversations should feel open and fair, rather than like a lecture. If a child encounters a problem – such as a scam or inappropriate content – they need to feel able to speak to a trusted adult without fear of judgement or embarrassment.

6 BUILD YOUR KNOWLEDGE

You aren't expected to be an expert, but it's important to stay informed about the platforms, games, or apps neurodivergent children use in order to provide practical support. Social media platforms have age limits, and many apps and games offer parental settings that can control access. Schools and families should work together to understand these tools, helping neurodivergent children use them safely while keeping up to date with new features and changes.

7 SET CLEAR BOUNDARIES

Children and young people often know more about current technology than adults, meaning it's important to recognise that controls may be bypassed. Clear, predictable boundaries should be used, based on trust and consistency. Involving children in discussions that affect them helps them feel heard. This is particularly important for neurodivergent children, who may respond strongly to perceived unfairness.

8 UNDERSTAND AI CONTENT

The internet now includes large amounts of AI-generated content, including images, videos, and stories. These can be difficult to identify. Children should be encouraged to question what they see and check the information using trusted sources. Neurodivergent children may interpret content literally, meaning adult guidance is important in helping them recognise what's real and reliable – and what isn't.

9 EXPLAIN AI LIMITATIONS

AI isn't the same as a search engine. It generates responses based on prompts and patterns, and its accuracy depends on how it's used. Sometimes, it produces incorrect or unrealistic information, known as "hallucinations". Both adults and children need to understand this and learn how to check information carefully using reliable and trusted sources.

10 CLARIFY AI RELATIONSHIPS

AI can feel conversational and personal, but it's not capable of real relationships. It learns from patterns in user input rather than human understanding. Some neurodivergent children may experience a sense of connection with AI chatbots, particularly if they find social situations challenging. It's therefore important to explain that these are simulated conversations and aren't a substitute for real, human relationships.

Meet Our Expert

Catrina Lawri is a neurodivergent former SENCO and Advisory Teacher who works with nurseries, schools, colleges, and businesses to improve inclusion for neurodivergent people. She is the Founder and Director of Neuroteachers and the author of "The Other 29 – How Supporting Your Neurodivergent Learner Can Improve Teaching and Learning for the Whole Class".



#WakeUpWednesday

The National College

See full reference list on our website

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