

Moulton Primary School Newsletter

Friday 20th March 2026



Dear parents and carers,

We had our final round of parent meetings this week. They were very well attended and it was lovely to see so many of you to say hello. Thank you to our prefect teams who supported with the running of the meetings, assisted with the setting up of the rooms and guided parents and carers to the teachers. If you were unable to attend either of the meetings, please ensure you contact the school office to arrange a suitable time for the discussion about your child's progress. These meetings are important to maintain the partnership between home and school, proven to have a positive impact on a child's outcomes.

I would like to remind everyone in our school community of the need to park safely when dropping off and collecting children from school. The yellow lines on Church Hill clearly indicate where it is neither safe nor legal to park. In order to ensure the safety of all of the children at Moulton Primary, please take note of these road markings and park elsewhere.



Finally, children enjoyed a red-themed day in school today to celebrate Red Nose Day 2026. In addition, children have had the opportunity to enter the Moulton Primary Joke Competition and winners have been announced in assemblies. Thank you to all of the children and staff who participated in this event to raise money for Comic Relief which funds the incredible organisations working in the heart of communities living in poverty.

Enjoy a wonderful weekend everyone; see you next week.

Miss Darby

Deputy Headteacher

The Classroom News

Year 1

Year 1 have been working so hard this week on their stories based on Julia Donaldson's The Snail and the Whale. They have been working on their story writing skills all term and have put them altogether in their final piece. The children have been concentrating on using story language, capital letters, full stops and adjectives. Here is a fantastic example for you all to enjoy!

Monday 16th March

This is a tale of a tiny snail with a wavy
coat and a great big hippy back wave.
This is a rock as black as coal. The
sea said the sea is deep and the world is
wide. How I long to sail. The wavy
snail said stay quiet stay put don't
wriggle. She left a ribbon trail
at sea said life was round the
world. After that the whale came
and said come sail with me. There
are towers in Singapore and hot volcanoes
and ging mowthies and stinky monkey.
The waves arched and crashed on to the
shore. The snail is feeling petrified
of the pointy teeth. The snail is
feeling scared because the
sharks are chasing him. The
snail is afraid of octopuses because
it ink. The rainbow is glowing in the blue
sky. The stinky shark is on the sand and it has
stripes. The towering pyramids are burying hot.
The hot sun is yellow. The rainbow is colorful.
The cast is orange. The waves are blue. The
snail is green. The snail has stripes.
The speed boats zoom and zap
and make the whale go to class to the

sea. The whale got beached onto the sea.
The snail went to the school to get
hot p. The whale calls to sail. The
whale is back in the sea. So
they all went on a ride.



Year 4

In Year 4 this week, we have been writing the final sections of our adventure story! Last week, we created a character inspired by the book 'The Girl Who Stole an Elephant' and our characters stole something valuable from the Queen. This week, we have been writing speech and correctly punctuating dialogue after our character's mother/father was wrongly arrested for their theft. Finally, we have crafted a cliffhanger ending to leave our readers wanting more. Our poor unfortunate character has seen the stolen goods pinched by a cheeky jungle animal! We had ideas ranging from monkeys to parrots, jaguars to chameleons! Our writing has been full of expanded noun phrases, prepositional phrases and subordinating conjunctions, with many children attempting to include similes and personification in their writing too! The children have thoroughly enjoyed our journey through the aspect of an adventure story!



School News

Pre-loved uniform sale



Thursday 26th March 2.50pm - 3.30pm
Badged sweatshirts, polo shirts and fleeces
all available

Easter Hunt

Follow the clues around the village to find your Easter Treat!

Each pack £2 (1 pack per prize)

A fantastic little activity over the Easter holiday for all ages.

Buy your pack on ParentMail. Packs will be sent home in the last week of term.

All money raised goes back into school for resources and experiences for the students.

Many thanks for your ongoing support!

Team FOMPS



Weekly Wins

Each week, we're sharing a simple, supportive tip to help make packing lunch boxes a little easier. These ideas are designed to inspire, not instruct, offering gentle suggestions that celebrate the small wins and support your family's unique routines. Whether you're looking for new snack ideas, ways to add variety, or just a bit of encouragement, we're here with you, one lunchbox at a time.

Kind regards

Mrs Hartsema (Healthy Schools co-ordinator)

Information taken from [Lunchbox ideas and recipes – Healthier Families - NHS](#)

Lunchbox tips



Keep them fuller for longer

Base the main lunchbox item on foods like bread, rice, pasta and potatoes. Choose wholegrain where you can.



Freeze for variety

Keep a small selection of different types of bread in the freezer so you have a variety of options – like bagels, pittas and wraps, granary, wholemeal and multigrain.



DIY lunches

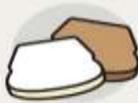
Wraps and pots of fillings can be more exciting for kids when they get to make them. Dipping foods are also fun and a nice change from a sandwich each day.



Cut back on fat

Pick lower-fat fillings – like lean meats (including chicken or turkey), fish (such as tuna or salmon), lower-fat spread, reduced-fat cream cheese and reduced-fat hard cheese. And try to avoid using mayonnaise in sandwiches.

[See more healthier swap ideas](#)



Mix your slices

If your child does not like wholegrain, try making a sandwich from 1 slice of white bread and 1 slice of brown bread.



Always add veg

Cherry tomatoes, or sticks of carrot, cucumber, celery and peppers all count towards their 5 A Day. Adding a small pot of reduced-fat hummus or other dips may help with getting kids to eat vegetables.



Ever green

Always add salad to sandwiches and wraps too – it all counts towards your child's 5 A Day!



Cheesy does it...

Cheese can be high in fat and salt, so choose stronger-tasting ones – and use less of it – or try reduced-fat varieties.



Switch the sweets

Swap cakes, chocolate, cereal bars and biscuits for fruited teacakes, fruit breads or fruit (fresh, dried or tinned – in juice not syrup).



Yoghurts: go low-fat and lower-sugar

Pop in low-fat and lower-sugar yoghurts or fromage frais and add your own fruit.



Get them involved

Get your kids involved in preparing and choosing what goes in their lunchbox. They are more likely to eat it if they helped make it.



Variety is the spice of lunch!

Be adventurous and get creative to mix up what goes in their lunchbox. Keeping them guessing with healthier ideas will keep them interested and more open to trying things.



Cut down on crisps

If your child really likes their crisps try reducing the number of times you include them in their lunchbox, and swap for homemade plain popcorn or plain rice cakes instead.



Add bite-sized fruit

Try chopped apple, peeled satsuma segments, strawberries, blueberries, halved grapes or melon slices to make it easier for them to eat. Add a squeeze of lemon juice to stop it from going brown.



Tinned fruit counts too

A small pot of tinned fruit in juice – not syrup – is perfect for a lunchbox and easily stored in the cupboard.



Swap the fruit bars

Dried fruit like raisins, sultanas and dried apricots are not only cheaper than processed fruit bars and snacks but can be healthier too. Just remember to keep dried fruit to mealtimes as it can be bad for teeth.



Plan to Eatwell

The guide shows how much of what we eat overall should come from each food group to achieve a healthy, balanced diet. It can be really useful when thinking about what goes into kids' lunchboxes.

[The Eatwell Guide](#)

Dates in the diary

DATE	YEAR GROUP	EVENT	TIME
16th March - 27th March	Whole School	Big Walk and Wheel	Normal School Hours
22nd March	Year 4 Strictly Team	Year 4 Strictly Juniors	10:00 AM
23rd March	Year 3	Hockey Competition	After school - 5.40pm
24th March	EYFS Crick and half of Tull	School Trip	Normal School Hours
25th March	Tull Family	SEND Learning plan meetings	8.45 - 9.30
25th March	Spencer Family	SEND Learning plan meetings	9.30 - 10.15
25th March	Crick Family	SEND Learning plan meetings	10.15 - 11
26th March	EYFS Spencer and half of Tull	School Trip	Normal School Hours
26th March	Whole School	Uniform Sale	2.50 - 3.30
23rd April	Whole School	Class Photos	Normal School Hours

27th April	Spencer Family	Maths Morning	8.30 - 9.15am
28th April	Tull Family	Maths Morning	8.30 - 9.15am
29th April	Crick Family	Maths Morning	8.30 - 9.15am
11th May - 13th May	Year 4	Residential	Monday - Arrive to school no later than 10.15. Wednesday - 4.30pm
11th - 14th May	Year 6	SATs	Normal School Hours
1st June - 5th June	Year 6	PGL	TBC
15th June	Crick Family	Maths Morning	8.30 - 9.15am
16th June	Spencer Family	Maths Morning	8.30 - 9.15am
17th June	Tull Family	Maths Morning	8.30 - 9.15am
17th June	Year 5	Workshop - Past Productions	Normal School Hours

What Parents & Educators Need to Know about ONLINE TRENDS ENCOURAGING VIOLENCE

7 out of 10 teens report seeing violent content on social media, with over half of that content featuring fights involving young people. Most don't 'seek' it but are shown it through social media feeds or messaging groups. 91% of young people involved in violence have seen violent social media content. Viral trends, challenges, or 'wars' that are spread online risk encouraging violence offline, while real-world incidents may also be recorded and promoted online.

WHAT ARE THE RISKS?

ALGORITHMIC EXPOSURE

Social media platforms are designed to keep users engaged, meaning dramatic or extreme content can spread widely and quickly. Algorithms often recommend content that reflects users' past interactions. As a result, young people may see more violent material if they have viewed, commented on, or shared it before. Repeated exposure can make violent content appear frequently in their feeds without them fully understanding why.

WEAPONS AND CRIMINAL RISK

Teens exposed to high levels of real-world violence on social media sometimes report feeling an increased need to carry a weapon for 'self-protection'; however, carrying a weapon increases the risk of victimisation (harm and injury by others) for young people. In addition, carrying a weapon is a serious offence that can lead to police arrest and a criminal record.

SHARING VIOLENT CONTENT

Encouraging or assisting an offence is a crime in the UK, including via social media, and can lead to arrest. This means sharing, forwarding, or reposting violent content carries a risk for young people too. Showing examples of content to a trusted adult is appropriate, but young people should take care not to further spread violent material by posting it online or sharing it within large messaging groups.

FEAR, ANXIETY, AND MARGINALISATION

Research shows young people's emotional wellbeing can be negatively impacted by repeated exposure to violent online content, especially when it depicts 'real-world' violence (as opposed to fictional depictions in games or films). Posts featuring weapons, threats, attacks, and fights – or content that appears to glorify gang activity – can increase feelings of anxiety or fear among young people. Material that encourages violence targeting people because of their identity, such as their nationality or religion, can also create disproportionate harm for children belonging to those groups.

AVOIDANCE AND ISOLATION

Real-world violence on social media can increase young people's belief that their local communities – or the 'outside world' more generally – are unsafe places. This can result in avoidant and isolating behaviours, which may negatively affect their wellbeing. As well as feeling fearful of others, teens also report feeling judged for spending time together in large groups, which may affect their social interactions and leisure time.

Advice for Parents & Educators

STAY INFORMED

Stay alert for updates from police, schools, or local authorities, and follow the advice provided. Be cautious about unofficial accounts, fake content, and misinformation, which can spread quickly online or in chat groups. Ensure you get accurate information from trusted sources and encourage young people to do the same. Remind them never to share violent content online and to speak to a trusted adult instead.

TALK CRIME AND SAFETY

In most of the UK, the age of criminal responsibility is 10 (12 in Scotland). This means there can be serious criminal consequences for carrying a weapon, taking part in violence, or filming or sharing violent content. Discuss the law with young people alongside practical safety strategies. Ask questions such as: 'What could you do if you feel unsafe?' Work together on action plans and remind them they can contact a trusted adult or the police if they witness or experience violence.

DISCUSS SOCIAL MEDIA

Encourage young people to talk about the content they see online and the effect it can have. This can be an opportunity to discuss topics such as misinformation, AI-generated material, the attention economy, and algorithms, helping them understand how and why extreme content can spread online. Explore tools available to block, report, and remove harmful content, and signpost where to get support and advice, such as reportharmfulcontent.com.

ENCOURAGE POSITIVE ACTION

Focus on strengthening young people's positive experiences both online and within their local communities. Discuss strategies to reduce negative social media effects, such as time limits, unfollowing certain accounts, or taking breaks from apps. Encourage offline activities such as spending time with friends, visiting local places, and taking part in hobbies that bring them joy, purpose, and connection. Remind them they can seek support with any concerns at any time via childline.org.uk.

Meet Our Expert

Dr. Holly Powell-Jones is the founder of Online Media Law UK and a leading UK expert in media law, online safety, and young people. Her PhD investigates youth understandings of criminal and legal risks in a digital context. She works in schools to provide award-winning education on the criminal, legal, and ethical considerations of rapidly advancing technologies.



#WakeUpWednesday

The National College

See full reference list on our website



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April 2026 Timetable

All regular 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

Understanding Anger	6 April 10am
School Anxiety	6 April 7pm
Facing Defiance	7 April 10am
Supporting Healthy Screen Use	7 April 7pm
Anxiety Explained	13 April 10am
Cannabis and Ketamine Awareness	13 April 7pm
Introduction to OCD	14 April 10am
What is ACT?	14 April 7pm
Decreasing Depression	20 April 10am
Raising Self-Esteem	20 April 7pm
Understanding the Teenage Brain	21 April 10am
Supporting Healthy Sleep	21 April 7pm
FREE Decreasing Depression	23 April 7-8pm
Improving Family Communication	27 April 10am
Autism: Improving Communication	27 April 7pm
Supporting a Child with ADHD	28 April 10am
Understanding Addictive Behaviour	28 April 7pm

ELITE FOOTBALL COACHING

CAMP PERFORMANCE



We help committed players aged 6-15 develop technical excellence, smarter decision-making, and elite habits through high-performance football camps.

Structured coaching focused on real match performance.

APRIL 1ST-2ND,
2026

9:30AM - 3:30PM

AGES 6-15
NORTHAMPTON
Northampton School, NN1 7TB

Coach-led. High-performance. Groups capped for quality.
Limited Places. Book Online.



More information: www.elitefootballcoaching.org 07592 299384

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