



Discovering Times

Discovering Inspiring Caring Improving Achieving



Spring has finally arrived!

Edition 16: Spring 2025

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I would like to thank all the families who have supported the school this Term. Our PTFA has developed many positive experiences in the school including tuck shops, egg hunts, Parent and toddler groups and have continued to support our DOJO treat shop and Reading Hero awards.

If anyone is interested in joining the PTFA please contact Mrs Collins who is the school link.

Everyone at Discovery Academy wishes you a fabulous Easter break and looks forward to what the Summer Term brings.

Victorious Catering

Since October, we have moved our catering 'in-house' meaning that we have more control over menus, product quality and portion sizes. We have seen an increase in the number of pupils taking a school meal which is fantastic.

We are very lucky at Discovery Academy to have a fabulous Kitchen Manager Chloe Ogden who leads the kitchen and is supported by Mrs Bullen and Miss Flanagan. Discovery has been a lead school in this transition for the Trust and by September, all our Trust schools will be working with Victorious Catering. Look out for our Trust wide official launch in September and more themed days.



Phase Leader Updates

EYFS and KS1

What a fantastic start to 2025 we have had in EYFS and Key Stage One!

We have celebrated World Book Day and Science Day, had a visit from Ian Curran, been on school trips to the airport, the church, the shops and The Lighthouse Venue.



On Monday 3rd March, EYFS and KS1 celebrated World Book week by Reading and dressing up their own way! EYFS and KS1 went into their Author houses and completed lots of different reading for pleasure activities. They acted out stories, read books together in front of the fire, participated in a story whoosh and completed a book hunt!



On Thursday 6th March, the children all participated in a workshop with author Ian Curran who has written the book The Owl that could only Twit. Each class took part in story-telling activities, created their own actions and rhyming activities alongside the book and then shared their poems and story-telling with the whole school. At the end of the week, all children got to take home their World Book Day book! Look at how happy Year 2 are!



On Friday 7th March, it was the start of British Science Week. All KS1 and EYFS mixed into houses and completed 4 different investigations. They made predictions, carried out the investigation, observed changes, and discussed their findings using their scientific knowledge. They had a fantastic scientific morning!



Both EYFS and KS1 have been on a school trip to support their learning in class and across the curriculum. Nursery went on their first local walk to the 'One-stop' shop. They were learning and talking all about the print they could see in the environment and discussing what it means. They even got treated to some sweets from the shop!

Reception went to The Lighthouse Venue in Salford to perform Jack and the Beanstalk alongside other schools from Greater Manchester. All the children sang their hearts out and had fantastic time!





Year 1 pupils walked to St Barnabas church where Reverend Sam taught them all about the different things that makes churches special. They also visited Portland Basin to support their topic on Toys, taking part in a workshop and having a tour of the museum.

Finally, Year 2 visited Manchester Airport as part of their History topic - The Wright Brothers. They learnt all about aircraft, past and present as well as how to fly an airplane! Each class represented Discovery Academy, showing all of our school values and I am very proud of every one of them and how they behaved on their trip.



Everyone in EYFS and KS1 have worked so hard this term and it has been wonderful to see the children across the phase work together and improve together. I can't wait to see what they can achieve and discover in the Summer term!

Mrs Collins – EYFS/KS1 leader and Assistant Principal

Stick Man Workshop & Self-led Trail to Dukinfield

Dukinfield Library, Concord Way, Dukinfield. SK16 4DB

Follow the self-led trail to reunite Stick man with his family in Dukinfield Park completing fun activities along the way.

Date and time: Tuesday 8 April 2025. 10am – 12:30pm.

[Find out more](#)



Soundhoppers

Available on various dates, across different library locations. Please note that places are limited but are bookable using the button below.

[Find out more](#)



Phase Leader Updates

KS2

This Spring Term in Key Stage 2 has once again been filled with excitement, learning, and memorable moments.



One of the standout events was our celebration of World Book Week. The school was buzzing with creativity as children came dressed as their favourite book characters or in comfy reading attire. It was a fantastic sight to see students fully embracing the theme of the week, from witches and wizards to animals and adventurers. To make the week even more special, local author Ian Curran paid a visit to share his stories and the journey of becoming a writer. His interactive session inspired many of our budding authors and sparked a love for storytelling. Even Obi, got into the spirit of things by wearing his PJs, delighting both students and staff. It was a wonderful start to the term, encouraging a love of books and reading across the school.

In another exciting event, the school choir, along with Year 4 pupils, took part in the Young Voices concert at the Co-op Live Arena. The students have been working tirelessly, dedicating their lunchtimes to rehearsals, and their hard work truly paid off. On the day of the performance, they were pitch-perfect, delivering a flawless set that wowed Mrs. Oldham. Every single child did themselves and the school proud. It was an unforgettable experience and we can't wait to take part in Victorious Voices in the Summer Term.



In addition to the music, we also had a fantastic time during Science Day. The day was packed with exciting activities that encouraged the children to make scientific observations and develop their oracy skills. They had the opportunity to explore various experiments and were encouraged to explain their observations in detail, helping to enhance their ability to articulate their thoughts clearly. The activities were designed to spark curiosity and foster a deeper understanding of the world around them, with students eagerly asking questions and hypothesising about the outcomes of the experiments. Science Day was not only educational but also a lot of fun, and it was great to see the children so engaged and enthusiastic about learning.

With all these activities, the Spring term at Discovery Academy has been a memorable one for our Key Stage 2 children. It's clear that the children are thriving, with them embracing both academic challenges and extracurricular opportunities. We look forward to the remainder of the term and can't wait to see what other exciting events and achievements lie ahead in summer!

Mr Walsh – KS2 leader and Deputy Principal

Curriculum Focus – Maths

At Discovery Academy, the development of oracy in Maths is a key priority as we focus on helping children articulate their mathematical thinking.

By working closely with the local Turing Math Hub, the school has introduced a new initiative where students are encouraged to use sentence stems during their Maths lessons. This approach enables children to clearly explain their reasoning, whether they are solving problems, discussing strategies, or reflecting on their answers. It helps to build confidence in verbal communication and reinforces a deeper understanding of mathematical concepts. By regularly practicing these skills, students are not only improving their ability to solve problems but also becoming more skilled at discussing their thought processes with others.



In Key Stage 2, Discovery Academy has introduced an extra Maths recall lesson three times a week. This session encourages students to actively test their memory on a range of mathematical facts. The goal is to help children identify three key facts to focus on for revision each week. Through this targeted approach, students are able to incrementally improve their recall and strengthen their overall mathematical knowledge. By focusing on specific facts that they may find more challenging, children are able to measure their progress and build a solid foundation of mathematical facts, which will help them as they tackle more complex concepts in the future.



For our youngest learners, the Mastering Number programme has been introduced in Reception, Year 1, and Year 2. This research-based programme is designed to develop number fluency from an early age, ensuring that students have a strong grasp of basic number concepts. Teachers have already started noticing improvements in students' ability to recognise numbers, count accurately, and solve simple problems. The programme focuses on building a secure number sense, laying the groundwork for

more advanced mathematical skills as the children progress through their education. The consistent approach and focus on foundational skills will provide students with the confidence and competence they need to succeed in future Maths challenges.

Finally, supporting your child's mathematical development at home is crucial for reinforcing what they learn at school. Simple, everyday activities like going shopping together or counting objects around the house can help children apply Maths in a real-world context. Encouraging your child to count fluently during these activities will strengthen their number skills and promote confidence. In addition, using websites and apps like NumBots and Times Table Rockstars at home can be an enjoyable way for children to practice their Maths skills. Short, regular sessions using these platforms are proven to be effective, as they provide a fun and engaging way to improve recall and mastery of key facts. By consistently practicing at home, parents can play a key role in supporting their child's ongoing mathematical development.



Mr Walsh – Maths leader

SENCO SPOTLIGHT -SLEEP

Goodnight, sleep well

Sleep is very important. It isn't just a time to rest; in fact your brain and your body are both very active when you sleep.



For children especially, sleep is a time when

- The body battles infections
- Memories are consolidated
- Growth hormones are released

Sleep is important for your mental and physical health and a poor night's sleep can lead to poor memory, irritability, low mood, aggression, depression, hyperactivity, increased behavioural problems and poor learning and concentration.

Any child can struggle to settle to sleep, but if your child has additional needs, bedtime can be really difficult. This could be due to difficulties communicating how they're feeling, increased anxiety, sensory issues or social cueing problems. According to the sleep charity website, research estimates that between 40-80% of children and young adults with autism have sleep problems.

Sharing my own experiences; my son was 6 before he finally started to sleep through the night. Before then, he would often wake several times a night, often distressed. His distress was often linked to sensory needs and it could take me 30-60 minutes to settle him back to sleep. Now at 11 years old, he settles and sleeps well as long as his very strict bedtime routine is followed, which can last up to 30 minutes, as long as I stay in his room until he is asleep and as long as he has eye mask, particular small teddies, night light and Koko sleep story.

How much sleep does a child need?

As a guide, the NHS says children need the following amount of sleep

How much sleep does my child need?	
AGE GROUP	HOURS PER NIGHT
Infants 4 - 12 months old	12 - 16 hours per 24 hour period
Children 1 - 2 years old	11 - 14 hours per 24 hour period
Children 3 - 5 years old	10 - 13 hours per 24 hour period
Children 6 - 12 years old	9 - 12 hours per 24 hour period
Teens 13 - 18 years old	8 - 10 hours per 24 hours

Naps included, according to the American Academy of Pediatrics

What is a sleep problem?

It is normal to wake a few times in the night, but this is a problem if you are unable to go back to sleep.

Some sleep problems can be divided into categories

Insomnia – difficulty settling to sleep, waking early in the morning or during the night and not being able to return to sleep. It can also include sleeping enough, but still feeling tired.

Excessive daytime sleepiness – a lack of energy, feeling sleepy and even falling asleep during the day even though you feel like you have slept well the night before. This can cause younger children to be over-active or restless.

Parasomnias – unusual movements or behaviours while asleep e.g. sleep-walking, nightmares or sleep paralysis.

What is sleep hygiene?

Sleep hygiene is about the good behaviours which help an individual to get regular, good quality sleep. It includes

- **Routine** – a bedtime routine should last between 30-60 minutes and be soothing or calming for the child to show the day is ending. This could include a bath, changing into pyjamas, brushing teeth and a bedtime story. The bedtime routine should be directed by the parents. The bedtime routine should end with a phrase, song or action that shows it is now time to sleep. As much as possible the bedtime routine should be the same each night
- **Caffeine/sugar** – food and drink that contain caffeine or lots of sugar should not be consumed 6 hours before bedtime.
- **Exercise** – limit exercise in the final hour before bedtime as it can raise the internal temperature of the body, making you feel less sleepy.
- **Timing** – work out the amount of sleep your child needs and when they need to wake up. Count back to work out what time your child needs to go to bed.
- **Bedroom environment** – try to avoid having toys out in the bedroom at bedtime. Try to make sure the bed, bedroom and bedtime routine show the child it is time to go to sleep.
- **Sleep associations** – try to make the bedroom the same as it would be if the child was to wake in the night. E.g. if they need a nightlight to settle, keep it on all night.
- **Screen time** – devices should be turned off in the hour before bedtime as the light from them can interfere with the brain's production of the 'sleepy' hormone, melatonin.

Other things that may help a child settle to sleep

- Use **visual clues** to support your child's understanding. Visual timetables can help to show your child what is going to happen next during the bedtime routine. This can make the evening calmer and easier for you and your child.
- Having a **warm bath or shower** before bed leads to a drop in body temperature that can help your child feel more relaxed and get to sleep more easily.
- **Slow down** activities at the end of the day to help your child relax and prepare for sleep.
- **Reduce talking and noise** in the house or try calming music at bedtime. You can also consider a white noise machine if this is something your child likes.

What to do if you are worried about your child's sleep

1. Look at the sleep hygiene notes above and think about your child's sleep hygiene. Is there anything you need to add or change?
2. Complete a sleep diary as shown on the next page.
3. Take the sleep diary to a GP and wait for their next steps.
4. The doctor may suggest your child takes a hormone like Melatonin which helps you asleep more easily.



Sea Otter Cove story – this is a relaxation story that could be played before bedtime.



OKE – a parent led charity that offers a sleep workshop



The sleep charity – a useful website with lots of advice, resources and support



Koko sleep stories. These can also be found on Spotify

Mrs Mayers – SENCo



Discovery Striders

The school running club, Discovery Striders has recently gained momentum, proving to be a remarkable initiative for our children.

Each week, enthusiastic participants gather to improve their fitness through engaging workouts that include the infamous beep test. This challenging exercise pushes our young athletes to test their endurance and motivation, making every session an exciting adventure.

Perseverance is key, especially when navigating the local area. Our club not only encourages children to develop their stamina but also fosters teamwork, as members work together to enhance their posture and running techniques. The camaraderie witnessed during sessions is truly inspiring, with each child supporting their peers, promoting a spirit of unity.

Moreover, running is not solely about physical health; it greatly contributes to our mental well-being. Participants report feeling uplifted and energized after each run, showcasing the positive impact of exercise on mental health. Throughout our journey, the caring values displayed by the children shine brightly, as they consistently motivate one another to push their limits. This running club is not just about improving fitness; it's about building a supportive community that nurtures both body and mind!

As the weather has improved recently, we decided to take of session to the local park where there is a gym area, the striders worked extremely hard encouraging each other and working together. We look forward to improving our fitness even more.



Miss Goodson & Mrs Mayer

Year 6 Residential

Between the 5th and 7th of March, the Year 6 class embarked on an exciting and educational adventure to the Castleshaw Centre, an outward bounds centre nestled in the heart of the countryside, just outside of the village of Delph.



The three-day trip was filled with activities that not only challenged the children physically but also gave them valuable skills and unforgettable experiences (and I'm not just referring to them making their own beds).

On the first day, Wednesday, the children developed their skill of map reading. They learned how to navigate their way through the surrounding terrain. The instructors guided them through various techniques and skills, ensuring they were fully prepared for the more challenging activities in the coming days. It was a great start to the trip, allowing the Year 6 children to build their confidence and teamwork from the outset.



Thursday brought a thrilling day of adventure as the students spent the entire day exploring the beautiful countryside. Their journey took them to the ghyll near Dovestone Reservoir, where they tackled the steep terrain, climbing and scrambling through rocks and streams. The children embraced the challenge with great enthusiasm, and their perseverance paid off as they reached the top, taking in the spectacular views across the landscape. The sense of achievement was evident on their faces as they returned to the centre, exhausted

but thrilled by their accomplishment. This is the first ever time that every single child conquered the ghyll!

The final day of the trip was packed with exciting activities that put their teamwork and problem-solving skills to the test. The children were tasked with building their own camps, which turned out to be a much more time-consuming activity than they had anticipated! Despite the challenge, they worked together to create sturdy shelters, with some impressive structures taking shape by the end of the session. Afterward, the children took part in archery, where they learned the importance of focus and precision. They also had the opportunity to explore the thrill of caving, learning about geology and working together to navigate the narrow passages.



Throughout the trip, the children were responsible for a range of tasks, including making their own beds and preparing sandwiches for lunch. This aspect of the trip taught them valuable life skills and responsibility. One particularly memorable moment came when one student made a truly unique sandwich combination: cheese, jam, lettuce and turkey – each to their own I say! In regards to bed making, I must fully admit my risk assessment hadn't accounted for the possibility of the children

getting lost in their own bedsheets.

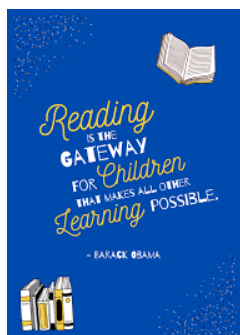
The children's behaviour throughout the trip was exemplary. They were polite, respectful, and worked together brilliantly, with the teachers expressing their pride in how the class conducted themselves. The students showed a real sense of camaraderie and support for one another, making the trip even more enjoyable for everyone involved.

All in all, the Year 6 trip to Castleshaw Centre was a resounding success, leaving everyone involved with stories to tell and memories that will last a lifetime.

Mr Walsh – KS2 leader and Deputy Principal

Reading at Discovery Academy

Reading is the fundamental skill to everything we do in life. Whether we dream of being a footballer, hairdresser, policeman or taxi driver – reading is key. It unlocks the door to a whole wide world of opportunities that without the skill and understanding of reading would not be possible.



At Discovery Academy, early reading is developed using a balanced approach that focuses on both language comprehension and decoding. To support the development of decoding, we used a Government approved phonics scheme that focuses on alphabet knowledge and phonological awareness. At Discovery Academy, we follow Little Wandle for Phonics to teach children how to read. You may access their website using this link [here](#)

To support language comprehension, children benefit from a range of complementary activities, including those focused on vocabulary development, language structures and the development of background knowledge. Therefore, children are given the chance to read across the curriculum and are given language structures to support their speaking and construction of ideas into full sentences.

Storytelling and shared reading activities have consistently been shown to improve children's language comprehension skills. In Nursery and Reception, children weekly take part in a lesson called Helicopter Stories which supports their storytelling, oracy and drama. Children in Nursery to Year 6 have regular opportunities through English and the other foundation subjects to story tell and act out fictional and non-fiction stories. Additional to this it is important that we create additional opportunities like author visits and celebrate reading for pleasure events like World Book Day and National Poetry Day to raise the profile of reading.



However, to support the development and enjoyment of your child's reading, you as parents also play a vital part in developing their vocabulary and background knowledge. At Discovery Academy, we ask that you read with your child **at least 3 times** a week at home. The **PEER** strategy is a strategy that may support you when reading with you child. When reading together, adults can pause and:

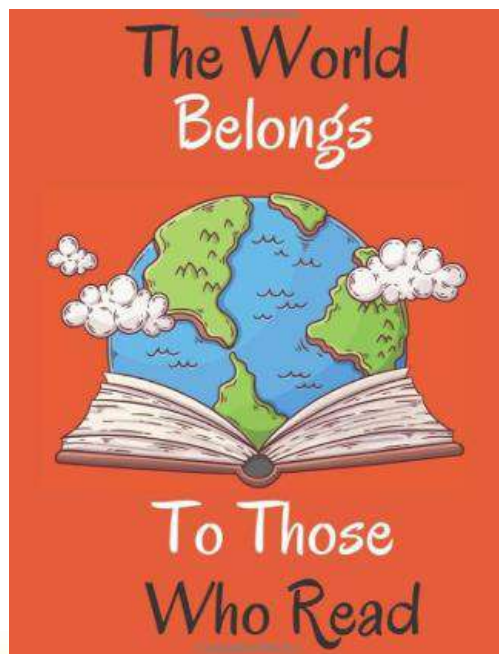
- Prompt the child to say something about the book;
- Evaluate their response;
- Expand their response by rephrasing or adding information to it; and
- Repeat the prompt to help them learn from the expansion.

For example, if an adult and child were looking at a page in a book about a zoo, the parent might point at a picture and say, 'What is that?' [prompt]. The child replies, 'zebra', and the adult responds, 'That's right [evaluation]—it's a black and white stripy zebra [the expansion]; can you say, "stripy zebra"?' [the repetition].

If your child is in Nursery, singing and rhyming activities are more significant in helping children develop their foundational pre-reading knowledge. Activities such as singing nursery

rhymes, counting and clapping the number of syllables in a word and being able to recognise words with the same initial sounds such as 'money' and 'mother' are the foundations for becoming a good fluent reader when they are older alongside sharing stories.

Remember



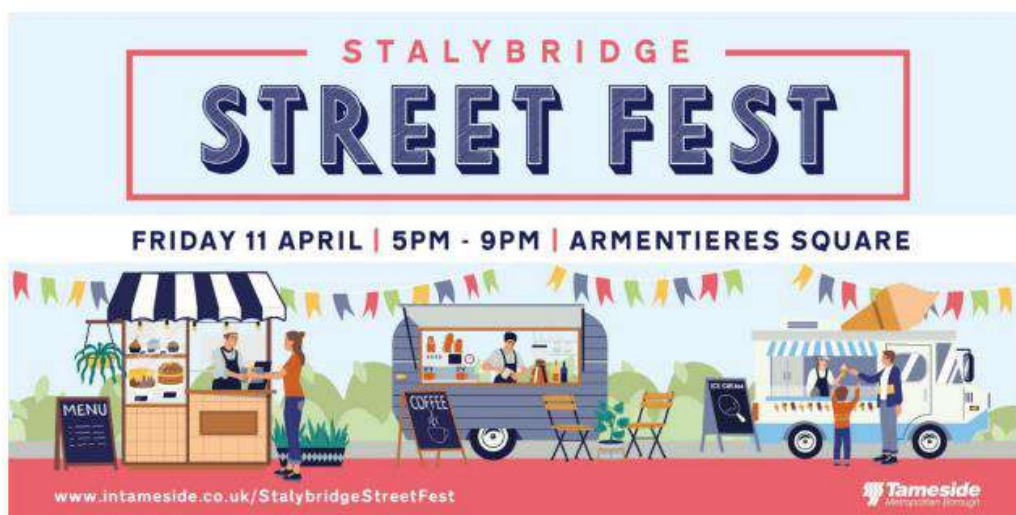
We thank you for your continued support with reading for pleasure and reading within the curriculum at Discovery Academy.

Mrs Collins – English Leader

Stalybridge Street Fest

Its back for another year, boasting delicious food, festive family fun as well as quirky entertainment designed to delight!

Date and time: Friday 11 April 2025, 5pm – 9pm



Nursery

We have had an exciting spring term in Nursery. We have celebrated Chinese New Year and helped to raise money for Children In Need.



At Nursery we enjoyed learning about our local community, we walked to the local One Stop shop. The children looked at print in the environment and enjoyed spending money in the shop. They enjoyed learning about the different occupations and enjoyed interviewing parents and school staff about their jobs.



It was great to see so many parents join in our many events over the term.



The Children have recently been learning about how we grow. We have talked about the human life cycle and learnt about the different stages as we grow. We read 'Spot visits the farm' and learnt about farm animals and their babies. We have enjoyed role playing in our garden centre and exploring the life cycle of plants.



The children celebrated world Book Day and looked amazing in their costumes. We had a visit from author Ian Curran and completed drama activities and a book scavenger hunt.



We have explored weight, length and capacity in Maths and enjoyed observing how our plants have been growing in science. We had lots of fun on science day completing lots of experiments and exploring transparent and non-transparent materials.

We are looking forward to celebrating Easter and hope you have a great break and will be ready for our exciting next term.

Mrs Kirkbride and Mrs Harrison.



Reception

We really are Springing forwards in Reception this term.



We have learnt about What Hattersley is like, talked about the people who help us in Hattersley and thought about how we grow from babies to adults. We have been busy improving all our learning. We have had visits from a nurse and a vet who told us all about their jobs and how they care for people and animals. We have also learnt how to clean our teeth properly and thought about how we can look after them and keep them healthy.

We have improved our reading and phonics skills as well as our writing and are becoming good independent writers.

Stories we have enjoyed are: The Three Little Pigs, Emergency! Hairy Maclary and the Rumpus at the Vet, Once there were Giants, and Jack and the Beanstalk. We loved our immersive theatre visit to watch Jack and the Beanstalk and learning the songs in music with Mrs Collins.

In Mathematics and Number, we have been identifying 2D and 3D shapes and comparing them. We have compared numbers and amounts using; fewer than, more than, less than and have been getting better at forming numerals to 10 then 20.



We have celebrated Chinese New Year with Nursery; enjoying and Dragon Dance led by Mrs. Gardner and a special Chinese New Year snack of rice, noodles, prawn crackers and chili sauce. Outdoors we have built houses for the Three Little Pigs, made cakes in the Mud Kitchen and enjoyed planting in the Garden Centre.

As artists we have created observational drawings and paintings of Spring Tulips and Hyacinths; drawing the flower, stem and leaves carefully and choosing the correct colours for the flowers.

We have also had a fabulous time completing science experiments on Science Day and meeting a real-life author of stories as part of World Book Day 😊



What a busy Spring!

Mrs Shenton, Mrs Lamb, Mrs Qualters and Mrs Gardener.

Curriculum Focus – Art and DT

Creativity Celebrated Across the School



This term, our school has been buzzing with creative energy as children across all year groups have been immersed in exciting projects. A standout highlight has been Year 4's impressive still life drawings, which have been showcased in a stunning art gallery exhibition. The children drew inspiration from the masterful works of Paul Cézanne, and they didn't stop there—Year 4 also took on the role of curators, guiding visitors through the exhibition and offering insight into their artistic process.

The art gallery was open to both Children and staff, with many taking the opportunity to admire the beautifully detailed still life compositions on display demonstrating not only the technical skill in drawing but also the children's ability to discuss art with enthusiasm and confidence, making the gallery a truly interactive experience for all involved.



Meanwhile, Year 1 have been really focusing on their "Making Birds" unit, with their vibrant and imaginative bird-themed artwork beginning to take shape. From observational drawings to 3D collage pieces, these creations are sure to add a burst of colour to the classroom's 'Reading Rainforest'. We can't wait to see how these beautiful pieces finally turn out.

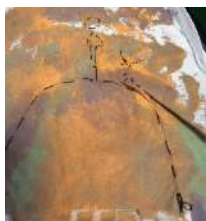


Year 3 continue to enthusiastically apply their creative skills across various projects building on their 'Cloth, Thread, Paint' art unit by delving into the world of 'Trashion'. Embracing the concept of transforming 'rubbish' into art, they've begun to design and create wearable pieces inspired by environmental artist Marina DeBris. Mrs. Wong, who looks forward to the Trashion show each year, is eager to see the innovative creations that blend fashion with sustainability.

Along a similar theme, Year 2 have embarked on designing 'Green' minibuses aimed at promoting environmental awareness and enhancing Discovery Academy's exploration capabilities. By integrating eco-friendly features into their plans, they've addressed environmental concerns while considering practical aspects of transportation.



Year 5 have taken on the role of architects crafting prototypes of houses that could become part of the Godley Green Village designs. They've focused on adding unique features while ensuring their designs are sympathetic to the local area and similarly to Year 2, have green credentials. This project has allowed them to explore architectural concepts and the importance of community planning.



These projects highlight our commitment to fostering creativity, sustainability, and practical skills in our curriculum, preparing the children to think critically and innovate for a better future. We are really proud of the hard work and creativity displayed by all the children and we look forward to showcasing even more fantastic work in the coming weeks.

Mrs Wong – Art and DT Leader

Wow! Two terms down in Year 1 already! How the time flies when you're having fun!



In Maths, we have been busy mastering our counting skills, counting forwards and backwards in patterns of 2, 5 and 10. We have sung counting songs and built counting patterns with apparatus to help us remember the sequence. We have worked very hard on our number line skills, comparing numbers and estimating where they are placed on the line. We have recalled doubles up to 10 and even started to understand how to solve 'near double' problems using counters.



In English we have munched on some sweet, sticky marmalade sandwiches that had been left for us by Paddington Bear. We wrote our own adventure chapter for him to say thank you. We have guessed who the mystery old toy monkey belonged to in a mysterious gift box and wrote wonderful information reports all about old toys. We also had a thief in class who stole the blurbs from the back of some of our favorite stories but we soon wrote our own. We finished by writing some wonderful book reviews based on all the amazing books we have enjoyed so far in Year 1. As well as all our writing we have loved our weekly visits to the school library too. We love to read and look forward to having a snuggle with a book in a cosy corner.



In Science we have learnt all about objects and the materials they are made from. We had fun on our materials hunt, finding different objects made from paper, glass, wood and plastic. We have learnt that some materials can be recycled so we sorted out a 'huge' bag of rubbish into plastic, glass or paper so it could be reused. We have described the properties of materials and sorted them into groups.



We studied old toys in History and really loved our trip to Portland Basin Museum in Ashton. We had so much fun being History seekers, finding different clues to tell us what life was like in the Victorian days. We visited the old Victorian school room and soon learnt how different it was to our bright and welcoming classroom at Discovery Academy. We were also lucky enough to handle toy artefacts back in class too and we



compared them to modern toys. We learnt how to play Jacques, Tiddlywinks and Skittles just like children from the 1800's.

In Art we have used watercolour paints to create weather inspired pieces. We mixed colours and noticed how the paint became lighter or darker when different amounts of water were added to the brush. We painted shapes using different brush strokes and looked at the amazing artwork by Paul Klee.



What a super end to a very busy term!
Mrs Stokes and Mrs Wood



Year 2

What an amazing Spring term we have had in Year 2!

We enjoyed our first trip of the year to the airport and have enjoyed exploring the outdoors as spring got into full swing.

In Maths, we have been learning how to multiply and divide. We got rid of the word 'times' and use 'groups of' instead. We have investigated what makes a number odd or even. We have even had time to compare numbers using the greater than, less than and equal to signs. We wrote on the tables but don't tell Mrs Oldham!

We have really enjoyed our English lessons where our experiences have seen monsters and dragons trash the classroom, we learnt how to play on a djembe drum which linked to our story 'The Leopard's drum. We have also been on a bug hunt around the school. From these experiences we have written our own story, recounts, character descriptions, trip advisor reviews and wanted posters!



What an exciting start to our History topic we had! First, we visited Manchester Airport where we learnt all about the history of flight, the different roles at an airport and 3 different airplanes including the Concorde! Back in class, we studied the Wright Brothers, Amelia Earhart, Alcock and Brown and Bessie Coleman and why they are significant to the history flight. We compared how airplanes were and how these people have contributed to how we fly now. We acted out how the Wright

Brothers became famous, read Amelia Earhart's novel and wrote a diary entry as if we were her and discussed how reliable evidence about the events were.

In science we have looked at animals including humans. Obi the dog very kindly visited us to teach us all about how to look after an animal. We found out Obi only has 2 meals a day, needs exercise and lots of love so of course we had to stroke him! We have also investigated the importance of hand hygiene. We made predictions, completed observations and recorded what we had found out. We have also looked at food chains and compared what animals eat, we enjoyed the work around carnivore, omnivores and herbivores. We had a fantastic day on our Discovery Science Day where we enjoyed activities in our houses.



In Geography we have looked at similarities and differences between Manchester and Lagos and was fascinated that we could see Manchester from our school. We took sometime to draw the Manchester skyline and we discussed what we could see. We had fun exploring google earth and looking at landmarks in Lagos and compared them to Manchester.



In art we have been using different techniques when painting, we have been mixing colours to find the right shade. We have loved exploring and painting the nature and we can't wait to spend more time outside as the weather gets warmer.

Mrs Parkinson and Miss Hoque

Attendance at Discovery

Whole school Autumn term attendance: **95.52%**

Above the national average of 94.8%

Above the local average

Above Trust average of 95%

Days off school add to lost learning					
175 NON SCHOOL DAYS					
Excellent Attendance	Good Attendance	Satisfactory Attendance	Requires Improvement	Persistent Absence	Severely absent
0 days off	4 days off	6 days off	9 days off	15 days off	95 days off
100%	97% and above	Between 95% and 96.99%	Between 90% and 94.99%	Below 90%	Below 50%

Contact the school office **by 9:00am** on 0161 368 5962 if your child **will be** absent.

- **Press 1** to leave an absence voicemail
- **Press 4** to speak to Miss Oldham directly from 8:30am
- **Email** admin@discovery.victoriousmat.org

For some advice or more information on whether your child is well enough to attend school, please click the following link: [Is my child too ill for school? - NHS](#)

Alternatively, you can contact Miss Bentley-Dawson to discuss other matters via school office or via email on kbentleydawson@discovery.victoriousmat.org

Attendance is primarily the responsibility of each parent/carer. However, Discovery Academy aim to work in partnership with families to promote good school attendance and achieve the best educational and personal outcome for each child. We can support you with attendance by offering the following:

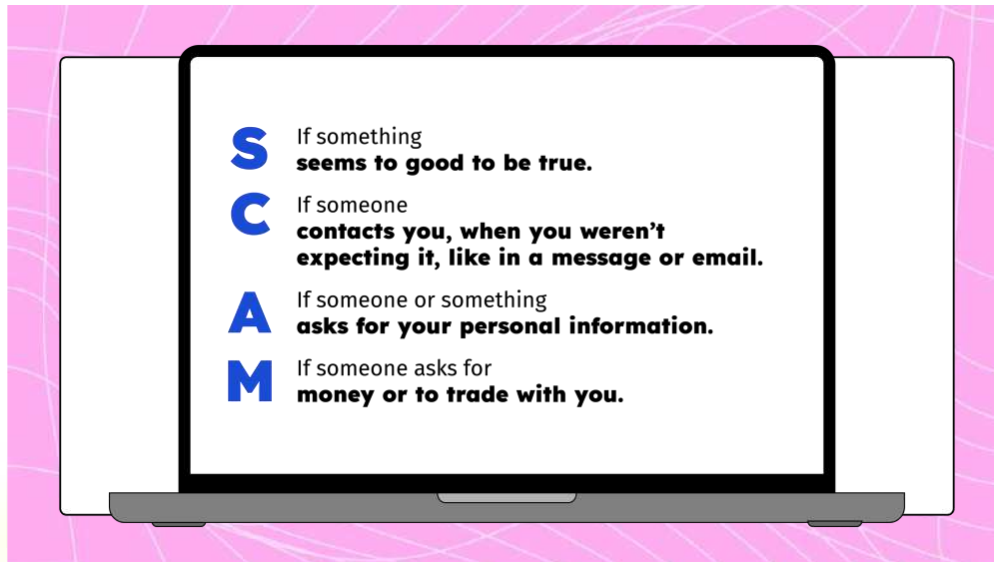
- School nurse referrals
- Education Welfare Officer advice
- Early Help Assessments
- Sign posting to other agencies
- Special Educational Need advice
- Personalised attendance plans
- Attendance meetings
- Wellbeing interventions
- School counsellor support
- Advice on family relationships

A punctual arrival to school enables your child to achieve the highest level of progression available. It creates a healthy routine and stability which can help to alleviate anxiety and stress. It also aids to promote active learning attitudes and increases your child's educational outcome by ensuring they are present for all learning experiences.

The school gates open at 8:45am prompt and close at 8:50am.

Late arrivals must be accompanied by an adult and taken to the school office. Children that arrive after 9:30am will receive an unauthorised absence mark (U code). Medical evidence may be required for absences to be authorised.

Tuesday 11th February was Safer Internet Day. Safer Internet Day is held every February all around the world. It is a chance to celebrate all the fantastic things technology can help us with and to think about any worries we might have about using technology and the internet. The theme this year was 'Too Good to be true? Protecting yourselves and others from scams online. Here is a slide from the assembly Mr Walsh led with help from Year 6, which explains what a scam can be.



We spoke to the children about talking to a trusted adult if they see or experience anything that makes them feel sad or worried online.

What are the risks children and young people face online?

The online world is constantly evolving which means the risks children can face also change. Here, we have provided information on some of the categories of potential harms that children can face online. Scams can feature in all 4 categories:

- **Content** – this involves being exposed to illegal, inappropriate or harmful content, e.g. pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact** – this involves being subjected to harmful online interaction with others online, e.g. peer pressure, commercial advertising, and adults posing as children or young adults with the intent to groom or exploit children.
- **Conduct** – this is online behaviour that increases the likelihood of, or causes, harm, e.g. making, sending and receiving explicit images, sharing other explicit images, and cyberbullying.
- **Commerce** – this includes risks such as online gambling, inappropriate advertising, phishing and financial scams.

What can parents do to help protect children online?

As parents, you play an essential role in protecting your children online. There are lots of ways you can help to minimise the risks and increase the awareness of online safety in your home. We have listed some of the ways you can do this below:

- **Talk** to your children about why it is important to stay safe online. Explain that whilst the internet is a fun, exciting and knowledge-rich tool, it is also a place where people may wish to bring them into dangerous activities or expose them to harmful material. It is important to be clear that you are not saying your child may never use the internet again, or that everything on it is harmful – it is about teaching them to have a greater awareness and to be able to manage and report any risks.
- Only give your children devices or access to **devices that you feel comfortable with**, and not as a result of peer-pressure deriving from their classmates and/or friends who are also using those devices.
- Discuss **rules** for being online and draw them up together, including which sites, games, etc., are acceptable. If certain games are off-limits, try to explain why – for example, because of excessive violence. If your child uses online gaming, consider setting rules such as only talking to others in the same age range and having the conversation on speaker, rather than headphones, so you can monitor it.
- Discuss what information should be **private** and what is ok to share; for example, addresses, names of schools, and names should never be given out to strangers online, as this could allow them to identify where your child goes to school or lives.
- Keep an **open dialogue** with your child – letting them know they can always talk to you about anything that has made them feel uncomfortable online is key to keeping them safe.
- Ensure all devices used by your child are kept in a communal space, or a space where they can be supervised whilst using their devices.
- Set **parental controls** – do this as a dialogue with your child so they are aware of what they are not allowed to view; however, do not rely on parental controls on devices, as they are not always 100 percent effective and many children know how to bypass them.
- Make sure your child knows how to **report or 'block' unsuitable content, messages or people online** – show them how to block on the websites or games they frequently use and explain that they can always tell you, a teacher or another adult if they experience anything which makes them feel uncomfortable.

Please scan this QR code to see guides for different devices as well as tips about how to have a conversation about online safety.

If you would like to speak to anyone at school about online safety, please contact Julie Mayers at jmayers@discovery.victoriousmat.org



Year 3

As the Spring term in Year 3 draws to a close, it is delightful to reflect on the numerous experiences our pupils have engaged in. This term has truly embodied the spirit of discovery and creativity!

In English, our focus this term has been on narratives inspired by *The Stone Age Boy* and *The Tin Forest*. Through these engaging tales, students developed their creative writing skills, constructing captivating stories that reflected their understanding of themes such as resilience and friendship. Additionally, the children produced persuasive brochures encouraging visits to Skara Brae, enabling them to showcase their learning about this significant archaeological site.



During guided reading, we explored an exciting range of texts. A highlight of this term was our World Book Day, when we enjoyed a fabulous book about Earth and the universe. We not only immersed ourselves in the facts but also engaged in model building, using LEGO to create structures that represented various concepts they had learned. In mathematics, we concentrated on essential skills including multiplication, division, length, and perimeter. We participated in activities that allowed us to apply these concepts in practical contexts, including

measuring and solving problems related to real-life scenarios.

The science lessons this term revolved around the fascinating study of rocks. We compared various rocks based on their appearance, hardness, and permeability, assessing which would be suitable for specific purposes. Complementing this investigation, we explored fossil formation and highlighted the significant contributions of Mary Anning to the field of palaeontology. In addition, we compared different soil types, further enriching their understanding of the natural world.



In history, we traced the important developments that led to the transitions from the Stone Age to the Bronze Age and eventually to the Iron Age. Through comprehensive discussions and hands-on activities, they examined critical advancements such as tools, housing, and trade practices that characterised these eras. This exploration fostered an appreciation for the ingenuity and resilience of our ancestors. Our geography lessons encouraged us to contemplate global issues. We conducted a fieldwork enquiry on traffic in Hattersley, stimulating discussions about future transportation challenges. We then investigated the impacts of climate change worldwide and explored various initiatives aimed at combating this pressing issue, empowering them to think critically about their roles in protecting the planet. To support our understanding of geography, we wrote persuasive advert promoting an alternative to plastic straws, which encouraged us to think critically about environmental issues.



Finally, in design and technology, we borrowed inspiration from the work of Marina DeBris, who addresses pollution through creative fashion. With this context, students designed and crafted their own Trashion items of clothing, blending innovation with sustainability.

We really look forward to an exciting summer term ahead.

Miss Crosby and Miss Goodson

Year 4

As we transition into the second half of the year, Year 4 are still loving our learning and seeing the amazing progress they are all making.

Year 4 have demonstrated outstanding effort and growth, particularly in their knowledge of times tables. The increase in proficiency not only contributes positively to our TT Rockstars programme but will also have a significant impact on the upcoming Multiplication Tables Check. This understanding is proving invaluable as it enhances the children's confidence and competence across all mathematics lessons.



The drive to improve their times tables has inspired students to engage deeply with numeracy, resulting in improved accuracy and speed. We are witnessing a genuine enthusiasm for maths, as children partake in various activities nurtured around this crucial area of learning. This commitment to mastering their times tables is laying a solid groundwork that will serve them well throughout their mathematical journey.

In history, we have completed a fascinating topic centred on the Ancient Greeks. It is rewarding to observe the children's genuine surprise and curiosity regarding the fact that we owe the concept of formal education to this remarkable civilization. The discussions surrounding the legacy of the Ancient Greeks have sparked eager conversations about their lasting influence, extending even into present-day educational practices. This has encouraged students not only to appreciate historical contexts but also to draw connections to contemporary learning environments.

Our celebration of World Book Day was an invigorating experience, encouraging students to immerse themselves in the joy of reading for pleasure. The creative writing sessions allowed the children to express their imagination as they crafted their own stories and designed captivating front covers. This engagement not only nurtured their literary skills, but also encouraged collaboration and sharing among peers. The highlight was undoubtedly the visit from the esteemed author Ian Curran. His ability to intertwine musical talent with the exploration of literature captivated the students, demonstrating that they have the potential to combine diverse interests and talents in their own lives.



We were also fortunate to welcome Ann, a dedicated teacher of Judaism, who provided our class with invaluable insights into the customs associated with Shabbat. The children were particularly engaged as they learned not only the significance of this day but also the traditional practices that observant Jews undertake. Additionally, they had the opportunity to learn some basic Hebrew, which they enthusiastically showcased during an assembly, signalling a newfound appreciation for the beauty of language and culture.

As we forge ahead with our curriculum and the wonderful activities that the summer term, I am sure that the children will continue to thrive and grow into the best that they can be with humour and laughter leading the way!

Mrs Asaturov and Miss Slinger

Curriculum Focus - History

Here at Discovery Academy, we really value the importance of the History Curriculum and our aim is to create inquisitive, critical, knowledgeable historians by bringing history to life.

Remembrance Day

We used our best creative skills to mark Remembrance Day back in November, by creating class wreaths to lay at our Discovery Academy cenotaph. The children held a two-minute silence as we remembered the fallen.



New resources in school to bring History to life



We have been lucky enough to invest in some wonderful new artefacts this year to really support our enquiry skills across all year groups. Like true historians we have discovered old relics and treasures that have left us intrigued and asking questions like 'What is it? What was it used for? Who did it belong to?'

Old sandals belonging to an ancient Egyptian, an old spinning top from a child from the 1940's and a tatty, leather football that belonged to Walter Tull were some of the artefacts that

really got us excited. As well as artefact handling lessons we have used drama techniques to deepen our understanding of times gone by. Roleplaying as famous historical figures and frieze framing famous historical events are some of the ways that have helped us empathise and develop our own ideas as historians.



School Trips and experiences

We have enjoyed some fantastic History related trips so far this year. Year 1 visited Portland Basin Museum to explore and examine old toys and Year 2 visited Manchester Airport to learn all about the history of aviation. Year 5 went further afield to Liverpool World Museum to discover how the Anglo Saxons lived and Year 3 are looking forward to their Egyptian workshop in April.



Upcoming History News

The staff are really gearing up to celebrate the 80th anniversary of VE day on 9th May. It will be a great day to learn facts, create art, ask questions and celebrate. We are planning a fab day of imagining what life was like during the war and how people celebrated when it was finally over. There will be more details about this event on our school newsletter so watch out for that in May.

I think all our fabulous learning will go down in History!

Mrs Stokes
History leader

Year 5

What an exciting and eventful half term it has been for our Year 5!

From exploring the wonders of the World History Museum in Liverpool to attending the exhilarating Young Voices concert, we've been busy learning and growing in so many ways.

Exploring the Past at the World History Museum: Our trip to the World History Museum was a fantastic opportunity for the children to reconnect with their prior learning. As part of our study on Ancient Egypt, they were able to identify key geographical features of the River Nile and understand its significance to ancient civilizations. The awe and wonder continued in the planetarium workshop, where the children were taken on a journey through the stars. It was a magical experience that sparked curiosity and excitement about the universe.



Discovering the Anglo-Saxons

The Reverend Bryan Faussett (1720-1776) was one of the most prolific excavators of the eighteenth century, digging up hundreds of burial mounds (barrows) in Kent. His work was pioneering because of the extensive archaeological records he kept. In 1855 his collection of antiquities was bought by Joseph Mayer who donated them to the Museum in 1867.

At the museum's resource centre, the children had the chance to explore real artefacts. Some were delicate and precious, requiring us to admire them from a distance, while others could be touched, offering a hands-on experience that truly brought history to life. Just outside of here were the Anglo-Saxon artefacts, some excavated by Reverend Brian Faussett. We saw the largest and finest Anglo- Saxon brooch of its time- the Kingston Brooch.



Oracy and Performance in English: This half term, we've been focusing on oracy—developing our speaking and listening skills—through the 6 P's of prosody: pitch, pace, pause, projection, pronunciation, and passion. The children applied these skills while performing empowering speeches as part of our Beowulf unit in English. It was incredible to see them stand confidently and deliver their speeches with enthusiasm, incorporating all the elements of prosody. They've really made great strides in their ability to express themselves clearly and powerfully!

Maths Focus: Maths has been quite tricky this half term, particularly when it comes to formal written methods of multiplication and short division. As we are now more than halfway through Year 5, any extra

practice with these methods would be beneficial. We encourage students to review and refresh their skills at home to ensure they feel confident moving forward.

Looking Ahead: Next half term is shaping up to be just as exciting, with lots of events to look forward to—including a class trip to the National Football Museum! More details will follow soon. There's plenty to come, and we're excited to continue our learning journey together. Thank you for your ongoing support, and we look forward to another busy and rewarding term ahead!



Mrs Wong and Mrs McBain

Year 6

Spring Term Success: Hard Work, Adventures, and Exciting Times Ahead

This spring term has been a fantastic period of growth, learning, and achievement for Year 6. The children have continued to develop their teamwork, resilience and determination, both in the classroom and beyond, as they prepare for the exciting transition to secondary school.



Across the curriculum, Year 6 have explored fascinating topics and deepened their understanding of the world around them. In Humanities, they have travelled back in time to discover the wonders of Baghdad in 900AD and how they pioneered education in the golden Islamic age, and embarked on a virtual journey through the breath-taking landscapes of the Himalayas, Rockies and Pennines. Science lessons have focused on the importance of keeping healthy,

with children investigating how lifestyle choices impact our bodies, and evolution and inheritance, where we had a look at our extended families and guessed whose family member it was by looking at similar characteristics.

With SATs fast approaching, the children have shown outstanding dedication to their studies. They have worked hard to consolidate their learning, tackling practice papers with confidence and determination. Whether in the classroom or at home using Century, they have been refining their skills and building their confidence for the challenges ahead.



Beyond academics, Year 6 have enjoyed a wealth of enriching experiences. The residential trip to The Castleshaw Centre in Delph was a true highlight, giving the children the chance to push their boundaries, support one another, and embrace new challenges. Whether scrambling through streams, navigating tricky terrains, or cheering on their classmates, they demonstrated brilliant teamwork and resilience and we were very proud of each and every member of the Year 6 team.

Writing has been an area of real creativity and expression this term. Inspired by their residential trip, the children have crafted compelling recounts, bringing their adventures to life through vivid description. They also delivered passionate speeches on the importance of girls' education, using persuasive techniques to communicate powerful messages. Their confidence and ability to express their ideas have been truly inspiring and it was amazing to see the confidence of public speaking grow this year.

World Book Day was a memorable occasion, with Year 6 immersing themselves in reading and storytelling activities. The highlight was exploring *The Fart That Broke World Book Day*, a hilarious and engaging text that sparked creativity and plenty of laughter! The children also enjoyed working in their school houses, sharing stories, and celebrating the joy of reading.



Some children had the incredible opportunity to participate in Young Voices, where they joined thousands of others in an unforgettable harmonic performance. Their enthusiasm and commitment to this experience made it a truly special event.

Safer Internet Day this year focused on the topic of hacking, with discussions about digital safety and the potential risks of cyber threats. The children demonstrated a mature understanding of how to protect themselves online and were keen to share their

knowledge on staying safe in the digital world.

As we approach the final term, excitement is building for the many special events to come. From end-of-year celebrations to performances and high school transition activities, there is so much to look forward to. With their secondary school places now confirmed, the children can embrace this next stage with confidence and anticipation.

It has been an incredible term, and we are so proud of all that Year 6 have accomplished. We can't wait to see what the final months of their primary school journey will bring!

Drama Club



The children have enjoyed attending our Drama club on Mondays. We have been learning techniques to help build our confidence and self-esteem. The children have worked as a team and problem solved and shared ideas.



We have worked on verbal and non-verbal expression of ideas, voice projection, articulation of words, fluency with language and persuasive speech. Listening and observation each other, being an audience, rehearsing and performing.

Each week we have focused on developing different characters, moulding our bodies as a statue showing an action and expression to depict a character that we have been focusing on. We have explored dilemmas as the children have walked down conscience alley and argued for or against the question asked.

It has been a pleasure to watch the children work together using their new techniques and a particular favourite activity was called the essence machine. This involved each child to work on their actions putting them together into a sequence, adding sound to the machine until the whole machine is running.

We performed the story 'Rainbow Fish' to Year 1 and Nursery. The children did an amazing job and projected their voices, sang, danced and showed different emotions throughout their performance. We have had super feedback from the children and teachers. Mrs Stokes and myself couldn't be more proud of our little team!

We are now rehearsing for our next play the 'Gruffalo' with the help and support of Miss Goodson and Miss Woods who are excited to join the team. We are looking forward to performing to our next audience and working as part of a team.

After School club

The KS2 children were very excited when a wish from their wish list was granted and a Nintendo Wii arrived in the Staff room. The children love their time in the staff room in small groups with Miss Gorst.

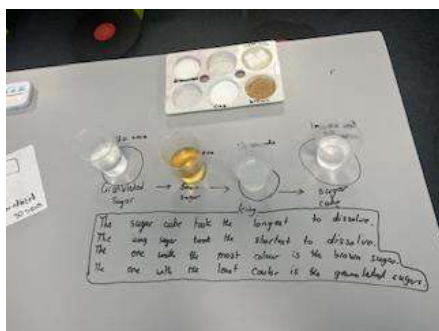
We are very lucky to have recently received lots of new sports equipment for use in the outside area, including new footballs, basket balls and a cricket set.
Many thanks Mrs Oldham!

We continue to choose a child from EYFS/KS1 and a child from KS2 as ASC children of the week each Friday. We look for children who demonstrate our school values during their time in ASC each week- for example- making good choices and being a good friend to others.

We have recently introduced some new and different snack choices to offer to the children each day. The children have really enjoyed waffles with beans, crumpets with cheese, wraps and fruit loaf.

Mrs Bradshaw- Cooper, Miss Begum, Mrs Harrison and Miss Gorst.

Science Club



The children attending Science Club have had a great time exploring different elements of science. We have completed a variety of simple experiments and inquiries that you can have a go at at home. The aim of the club is to have fun, explore, question, experiment and develop own ideas and think 'What If....' All of the experiments we do are ones that can be done at home using simple

ingredients from the kitchen!

Children attending the club have made slime, created volcanoes, created rainbows and explored colour changes, and watched how gases make raisins dance in a glass of lemonade!

If you would like to have a go at any of the experiments, please take photos and tweet us @Discovery_Hyde or @Ms_Shenton We would love to see your Kitchen Science!



Spanish



This year we have been focusing on the teaching of phonics in Spanish, particularly aimed at improving pronunciation in Years 3 to 6. This focus on phonics has not only improved the children's speaking abilities but has also strengthened their listening, reading, and writing skills in Spanish. A variety of engaging topics has empowered our pupils to build on their previous knowledge, making the learning experience both active and enjoyable.

A particular highlight was our Spanish Day, which offered a splendid array of activities designed to immerse students in the Spanish language and culture. Pupils participated in an imaginative role play session based on the beloved tale of Jack and the Beanstalk, showcasing their creativity while practising their Spanish. Additionally, a flamenco dancing session allowed them to engage physically with the language through rhythm and expression.

Moreover, students explored the rich tapestry of countries where Spanish is spoken as a native language, broadening their understanding of the cultural diversity within the Spanish-speaking world. The day proved to be a booming success, igniting enthusiasm for language learning and deepening our students' appreciation for Spanish culture.

Miss Crosby – Spanish leader

Young Voices 2025



The most exciting part of our year. YOUNG VOICES! Our Year 4 class and school choir attended the renowned concert, held this year at the impressive Coop LIVE venue. With ample space and exceptional organisation, the new location provided the perfect backdrop for a true celebration of music and camaraderie among young performers.

After months of diligent rehearsals, our children were thrilled to join forces with over 7,000 others to create the world's largest children's choir. The atmosphere was electric, and the joy of singing in unison was palpable. A highlight was the return of MC Grammar, who we were delighted to see again after last year's performance. His infectious enthusiasm truly engaged the children and kept spirits high throughout the evening. Which we then took into our World Book Week the week after!

Adding to the excitement were Urban Strides, who stole the show with their dynamic dance routines. Watching them inspired our children to replicate their impressive moves, which resulted in a delightful blend of singing and spontaneous dancing in the aisles!

The night was also a nostalgic trip down memory lane, as both teachers and children enjoyed familiar garage and old-school hits, prompting many to reminisce about their own school days. This year, we embraced a new cultural experience by learning an Indian song, which generated a consensus that it was far easier than last year's challenging Korean piece, and significantly simpler than the Welsh song from the previous year!

Overall, every child had a fantastic time, proving to be a true credit to our school and a testament to their hard work and dedication.

