

# Tudor Court Newsletter

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Issue Number 002

## Inspire - Challenge - Succeed

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### Message from the Deputy Head Teacher

Dear Parents and Carers,

As we come to the end of this first half term, I wanted to take a moment to reflect on what a wonderful and busy few weeks it has been here at school.

We have had so many reasons to celebrate this half term. It's been lovely to see so many children visiting the SLT offices to share their fantastic work and receive Head Teacher's Awards - their pride and enthusiasm are truly inspiring!

It's also been a particularly active few weeks with a number of educational visits taking place across different year groups. These experiences provide valuable opportunities for our pupils to extend their learning beyond the classroom, and we're delighted that more trips are already planned for the next half term.

Sport has been another highlight - from children taking part in cross country events to the start of the football season. We are especially excited to be cheering on our new girls' football team, and we look forward to seeing all our teams continue to develop their skills and teamwork over the coming weeks.

Throughout October, we have also been celebrating Black History Month. This has been a wonderful opportunity for our children to learn about and reflect on the achievements, contributions, and stories of Black individuals past and present. The discussions and activities have encouraged pupils to think deeply about diversity, equality, and respect - values that are at the heart of our school community.

A big thank you to all parents who attended Parents' Evening; it was wonderful to see so many of you and to share in your children's progress and achievements.

We also want to give a huge congratulations to Year 3 for leading the first performance of the year with their Harvest Festival Assembly. The children performed brilliantly, and we are very grateful for the generous food donations that will go on to support our local food bank - your kindness makes a real difference.

As we head into the half-term break, we encourage all our pupils to keep up their reading over the holidays - whether it's a favourite story, a comic, or something new from the library, a few minutes each day makes such a difference.

Upon our return after the break, the colder weather is sure to follow. Please ensure your child brings a coat to school.

Thank you, as always, for your continued support. I wish you all a restful and enjoyable two-week break, and we look forward to welcoming everyone back for another exciting half term.



# What's been going on in school this half term?



## EYFS

### **Nursery**

The children have settled well into Nursery this term and are enjoying coming into the setting each day. They are beginning to build lovely friendships with both new children and staff, and are becoming familiar with the daily routines, particularly enjoying carpet-time songs and stories. The children have enjoyed sharing their thoughts about their families, inspired by the wonderful photos provided by parents. They have also created brilliant self-portraits and drawn their “This Is Me” pictures, showing great creativity, individuality, and confidence.

### **Reception**

The children have settled brilliantly into Reception this term and are enjoying coming into the classroom each day. They are developing their understanding of daily routines and expectations through the use of visual timetables. The children are building on existing friendships while forming new ones with both peers and staff. We are delighted to see them responding so positively to our current value of Respect, using good manners such as “please,” “thank you,” and “excuse me” when interacting with others. We have also been supporting them to build confidence in expressing their feelings by saying, “Stop, I don’t like it,” when they feel unsure during play. The children have enjoyed creating their own self-portraits and discussing the similarities and differences between their pictures and those of their friends, showing great creativity and self-awareness.

## Year 1

What a wonderful and busy half term Year 1 have had!

The children have worked hard to settle in the routine of Year 1 and have shown resilience to include their new skills and knowledge in their learning. A highlight of the half term has been our trip to the Young V&A Museum where the children observed toys from the past and compared how they differ to toys that they play with now. We are looking forward to our Toy Dress up day after half term where children will be making their own historical toys.

## Year 2

Over the past few weeks, Year 2 have been learning about what school life was like for children during Victorian times. This week, we were very fortunate to visit the Ragged School and experience a typical Victorian school day for ourselves.

The children took part in arithmetic, reading, handwriting, and even practised their daily drill under the watchful eye of a very strict Victorian teacher! They explored fascinating artefacts from the past, including an abacus, a Dunce’s hat, and a cane, and completed their work on slate boards just as Victorian children once did. Everyone agreed that they feel very lucky to attend school today rather than in the Victorian era!

The children have also really enjoyed learning about Black History Month this week. They were especially inspired by two incredible sporting superstars – Venus and Serena Williams – and showed great enthusiasm during our discussions and activities.

We are so proud of the children’s learning and progress this half term. Please keep supporting their reading at home by using their school books and Oxford Owl, and by practising their Common Exception Words. Thank you for your continued support!

## Year 3

Year 3 have been busy preparing for their Harvest Celebration. They have enjoyed learning the songs and their lines and we hope you enjoyed watching the performances. Through generous donations from our school community we have had lots of great food items to send to the Thurrock Food Bank.

This week they have been celebrating Black History Month looking at the significant achievements of Black Britons. They have enjoyed learning about Lewis Hamilton, Nicola Adams, Malorie Blackman and many other successful individuals.

After half term we will be having a Stone Age Workshop, please see your Weduc message to arrange payment for this. It will be an exciting day with lots of hands-on activities.



## Year 4

What a brilliant term it's been in Year 4! The children have settled into school life beautifully, quickly meeting the high expectations for presentation and behaviour – a fantastic start to the year. They have shown great pride in representing their new houses, earning hundreds of house points each week through teamwork and effort.

A highlight of the term was our exciting trip to Colchester Castle, where the children explored the underground remains of the Temple of Claudius and deepened their understanding of the Romans and Celts.

In DT, everyone showed perseverance and skill while sewing their own Roman coin bags – a wonderful achievement!

To round off the term, the children produced thoughtful and creative work to celebrate Black History Month, focusing on the Bristol Bus Boycott.

Please continue to enjoy regular reading together over the half term – it makes such a difference to the children's progress and confidence.

## Year 5

All the children have settled well in Year 5 and have made a fantastic start to the year. Our enquiry question, "Should the Benin Bronzes be returned to Nigeria?" has sparked great interest and thoughtful discussions in class, with the highlight of this term being our exciting visit to the British Museum. In maths, the children have been developing their understanding of decimal numbers, which will support their learning in our upcoming money unit.

Over the half term, please continue to encourage your child to read regularly and remember to sign their reading record books.

Have a lovely half term break!



## Year 6

Year 6 have had a fantastic start to their learning this term.

In Maths, the children have dived into our Structures unit, exploring how different mathematical concepts connect and support one another. In English, they have written a detailed recount inspired by our DEAR novel Letters from the Lighthouse, as well as a moving narrative retelling of Rose Blanche, which linked beautifully to our first learning cycle about the impact of World War Two on families in Britain. A real highlight of the term was our visit to the Lincolnsfield Centre, where the children experienced hands-on learning and gained a deeper understanding of life during the war.



# School News

## School Council

On the 1<sup>st</sup> October last year's school council representative had a reward trip at Wagamama in Lakeside.

During this trip they got to create and taste the different fresh juices giving their verdicts on the flavour; they sampled different herbs and pickles; followed a recipe and weighed out the ingredients to make their own noodle dish which the chefs then cooked for them to eat. They even took a goody bag home as well! We all had a lovely time and it was great to be able to celebrate the councillors in their role.



Our new school councillors have been chosen and have already had their first meeting. They have been invited to come along to the Remembrance Day Service in Chafford Hundred on Sunday 9<sup>th</sup> November where they will be able to lay a wreath that they would have made to represent our school.

## Sports

A big congratulations to all children who competed in the recent Year 3, 4, 5 and 6 cross country event. They all did a great job! A special congratulations to two of those teams; Year 5 girls who won an impressive bronze finishing in 3rd place as a team out of 25 schools, well done to Skye, Daisy, Sofija, Raeesah, Poppy and Anjola. Also a magnificent achievement from the Year 5 boys who won gold finishing in 1st place as team earning themselves the title of 'Thurrock cross country champions' and a team spot in the upcoming Essex cross country finals. Well done to Morgan, Thomas, Adin, Nyall, George and Jadon.

Good luck to some of the Year 5/6 boys playing in their first league game against Aveley on Friday. Hoping for a win!

Congratulations to this weeks winners of sportsperson of the week; Eli, Poppy, Simonas, Naomi, Romayne and Cairo.

## *Holloway Coaching*

## Mrs Seمارك

This term, we have continued to work closely with the Mental Health Team, who provide regular support for our children and families across many areas of everyday life. As a school, we are lucky to have access to this service, and we are keen for group and individual sessions to begin in the next half term.

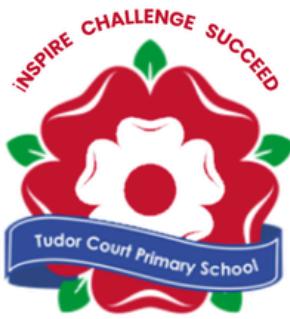
Inclusion is a key focus for us in school, and we recognise how important communication is to this. With this in mind, we have started to follow a core word programme which integrates visual prompts, signs, and spoken language as a means of communication. Each week, classes will have a focus word that they will learn how to sign so that communication becomes accessible to all.

## Lunchtime at Tudor Court

As I'm sure your children have shared, this academic year we have introduced a new way for everyone to experience lunchtime. All children from Year 1 to Year 6 now share the playground together, which has been organised into different zones with a variety of activities for the children to enjoy and explore. This change has been a great success, and it has been wonderful to see the older children supporting and playing alongside the younger ones, creating a real sense of community across the school. We have also introduced Playground Pals – a team of Year 6 volunteers who lead games and offer support to other children during playtime – and they have shown great enthusiasm and responsibility. I am extremely proud of the fantastic job they are doing.

## Attendance Awards - Week beginning 10<sup>th</sup> October

Year	Class	Teacher	%	Wins
R	4	Ms Green	 100	4 <sup>th</sup> Win
1	7	Mrs Waller	99.3	5 <sup>th</sup> Win
2	10	Miss Lavinier	99.3	3 <sup>rd</sup> Win
3	12	Mrs Leach	99.2	2 <sup>nd</sup> Win
4	15	Mrs Sukutiene	99.3	3 <sup>rd</sup> Win
5	18	Mrs Pitchfork	97.5	3 <sup>rd</sup> Win
6	23	Mr Cole	98.3	3 <sup>rd</sup> Win



## **TUDOR TREASURES BREAKFAST & AFTERSCHOOL CLUB RECEPTION TO YEAR 6**

**SIBLING DISCOUNTS OFFERED  
PAY AS YOU GO – JUST BOOK BY 6PM THE DAY BEFORE**

**Breakfast Club – Start the day  
with a smile**  
**7.30am – 8.40am**  
**£6.00 per session**

- Healthy breakfast in a friendly, sociable setting
- Daily choices include cereal, toast, fruit & juice
- “Treat Fridays” – crumpets, croissants & more!
- Fun activities and time to play with friends

**Afterschool Club – A fun, safe place  
after school**  
**3.00pm – 6.00pm**  
**From £5.00 per session**

- Wide range of indoor and outdoor activities
- Opportunity to socialise with friends afterschool
- Light meal served daily
- Fruit squash with food

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# What Parents & Educators Need to Know about MEMES

## WHAT ARE THE RISKS?

### SPREADING MISINFORMATION

While memes help to communicate complex topics, they can also spread misinformation. Memes may sometimes include content presenting false facts or biased viewpoints, especially around health, politics, or current events and, as they're designed to be shared quickly, young people may not question their accuracy.

### EXPOSURE TO INAPPROPRIATE CONTENT

Memes are widely circulated, and not always age-appropriate, meaning young people may encounter explicit language, sexual content, or graphic imagery, even without searching for it. As memes spread fast on platforms like Instagram, TikTok, or WhatsApp, it's nearly impossible to filter them completely.

### MASKED MESSAGES

Some memes are designed to be confusing or layered with hidden meanings, making them hard for parents, and, sometimes, other young people to understand. Online groups often create these memes to look like inside jokes, but they can sometimes conceal offensive, harmful, or misleading content.

### HIDDEN HARMS & LOSING SENSITIVITY

When serious topics like violence, racism, or mental health are turned into jokes, children and young people may become less sensitive to these issues over time. While a funny meme may seem light-hearted, it can carry messages that belittle certain groups, encourage risky behaviour, or mock personal struggles. Repeated exposure through memes can make harmful behaviour seem normal or less important. Over time, this can blur their understanding of what is funny versus what is discriminatory, harmful, or damaging to themselves and others.

### PERMANENT DIGITAL FOOTPRINT

Unlike spoken jokes, memes leave a trail. Created or shared memes can resurface later and be misunderstood, even if intended as harmless. Once online, memes may be copied, saved, or spread beyond a young person's control – digital actions can follow them into their future, shaping how they are perceived by peers, teachers, or even employers long after the original meme has been shared.

## Advice for Parents & Educators

### ENCOURAGE OPEN CONVERSATIONS

Talk regularly with young people and try to understand their online world – discuss what they find funny about the memes, and why. By listening without judgement, you build trust, making it easier for them to come to you if they see something harmful. Open conversations also help children and teens think critically about the messages behind memes rather than simply accepting them at face value.

### TEACH DIGITAL LITERACY

Help children and young people learn to question where information comes from and whether it's reliable – developing media literacy skills prepares young people to understand and navigate through their future online lives. Show them how memes can sometimes exaggerate or misrepresent facts for laughs, and encourage them to check credible sources when memes claim to present truth.

### MODEL HEALTHY BOUNDARIES

Show children and teens positive online behaviours, such as taking breaks from screens, avoiding late-night scrolling, and engaging in offline activities. Setting clear routines around screen time at home can help to reinforce healthy boundaries and reduce the risks of overuse. By modelling balanced technology use, adults can help children and young people see that digital entertainment, including memes, should be just one part of life.

### FOSTER EMPATHY ONLINE

Remind children and young people that memes should never come at someone else's expense. Encourage them to think about how a meme might make another person feel before sharing or creating it. Highlight examples of positive memes that celebrate creativity without hurting others. Fostering empathy, respect, and kindness in digital spaces will help them become more aware of promoting a safer, more supportive online culture.

### Meet Our Expert

Dr Cristina Moreno-Almeida is a Senior Lecturer in Digital Culture at Queen Mary University of London. She specialises in memes, online networks, and youth culture, examining how digital spaces shape identity and everyday life.



See full reference list on our website

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