

**Bruche Primary School Academy**  
Seymour Drive, Padgate, Warrington, WA1 3TT  
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Head of School: Mr C Gould  
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Bruche.office@wpat.uk





Dear Parents and Carers,

We were delighted to host a well-attended EYFS coffee morning this morning. It was a pleasure to welcome so many parents and carers and we greatly appreciated the positive and thoughtful feedback shared.

Thank you to everyone who took the time to attend and support the event. I would also like to extend my sincere thanks to Mrs Melia for her excellent organisation, which helped make the morning such a success.

As a school, we are committed to ensuring the safety and well-being of all our children, both in school and at home. One area where we need to be especially vigilant is the use of mobile phones and social media.

Many apps and platforms have age restrictions in line with UK law and these are in place to protect young people from content or interactions that may be inappropriate for their age.

We strongly encourage all parents and carers to be aware of the apps and social media platforms their children are using and to ensure they are adhering to these age limits. By monitoring usage and having open conversations about online safety, we can help our children develop responsible digital habits and stay safe in the online world.

Currently, most social media and messaging apps, such as TikTok, Instagram, Snapchat, Facebook, and YouTube, are set up so that children need to be at least 13 years old to have their own accounts, while WhatsApp and Telegram usually require users to be 16 or older. These age limits are designed to help keep children safe online, although younger children sometimes use these apps anyway.

The government is currently reviewing these rules and considering making the age restrictions even stricter to provide extra protection for young people. We encourage all parents and carers to talk with your children about staying safe online and to check the settings on any apps they use.

Thank you for working with us to safeguard our children.

Today, the excitement was high as our Years 5 and 6 pupils took part in the Primary Arts Network dance auditions. This fantastic opportunity allowed pupils to showcase their creativity, confidence and love of performance. PAN projects are always inspiring, high-energy and memorable experiences and it was a joy to see how many children put themselves forward. We are extremely proud of every child who took part – a brilliant celebration of the arts within our school!

Have a lovely weekend,

Mr Gould

## **Diary Dates**

### **Spring Term 1**

**09.01.2026** Reception – Year 6 Parr Hall Pantomime Beauty and the Beast (Details to follow)

**12.01.2026** NCMP Height and Weight measurements R-Y6

**14.01.2026** Tempest – individual photographs (for those that missed the last one)

**21.01.2026** Book in for parents appointments via Teachers to Parents

**22.01.2026** EYFS Coffee Morning (straight from drop off)

**23.01.2026** Y6 Road Safety assembly

**23.01.2026** Primary Arts Network (PAN) dance auditions (Y5/6)

**28.01.2025** Reception Hearing Screenings

**02.02.2026** Parent's Evening meetings (13.00- 18.30)

**04.02.2026** KS1 Coffee Morning (straight from drop off)

**12.02.2026** SEND Coffee Morning (straight from drop off)

**13.02.2026** Break up for half term

**23.02.2026** Back to school

**23.02.26** SAT's Parents meeting 17.00

**25.02.26** KS2 Coffee Morning (straight from drop off)

**05.03.2026** World Book Day (more information to follow)

**12.03.26** Year 5 Puberty talk

**21.03.26 – 21.04.2026** Our school's Art work on display in the Golden Square as part of the Primary Arts Network (PAN)

**24.03.26** Tempest – Class Photographs

**30.03.26** PAN performance at The Parr Hall

**01.04.26** Interim Reports sent home

**Parent's attendance**

**PTA Events**

**Addition/ changes to the dates**

## **Special Mentions**

**Nursery - Olivia Mauder** for drawing a very detailed picture of a penguin this week and then labelled its features using the correct initial letter sounds for each word.

Well Done Olivia.

**Reception - Jacob Clark** for being a fantastic scientist at school and at home.

**Year 1 - Maddison Reid** for contributing brilliantly in our writing lessons and trying so hard with her poetry writing.

**Year 2 - Vincent Taylor** for his amazing work in maths this week and being so independent!

**Year 3 - Francesca Blackledge** for fantastic resilience when tackling column subtraction problems this week.

**Year 4 - Theo Bolger** for his excellent work on Reading Plus

**Year 5 - Harry Billington** for his effort with his handwriting!

**Year 6 – Jacob Mays** for an amazing professional attitude in class.

**PE Star - Georgie Dickinson** for his effort and behaviour within PE this week.

## **Nursery**

The children have enjoyed listening to the story 'Blown Away,' which tells the story of Penguin Blue and how he is carried off by his kite on an adventure to an island far from Antarctica. The children have loved making their own kites and we have talked about where they would like their kite to take them.

We have been designing and making our own boats to help Penguin Blue and his friends get back home and the children have enjoyed testing these in the water tray to see if they float.

On Wednesday we enjoyed a multi skills day in the hall with Mr Cooney and the children took part in a number of exciting activities that focussed on target throwing including indoor curling, penalty shooting and Velcro target throwing with balls.

In maths we have been sequencing our penguins in number order and the children have enjoyed practising their number formation through large table writing.

To finish off the week with a treat the children made their own mini pizza's and chose their own toppings.

Well Done Nursery.

**Mrs Wallace**

**Reception**

This week has been our last week of learning for 'The Storm Whale in Winter.' We have had a scientific week, exploring materials for Noi and Dad's boat, deciding which one would be best for a boat. First we explored and tested the materials in water and then we completed an experiment using water, pipettes, cup and attached the material to the top. We put Noi inside and checked which material would keep him dry.

In Maths we have talked about length and height and made lighthouses that were taller and shorter and boats that were longer and shorter than a selection. We talked about how we could measure the objects and counted how many cubes tall the objects were.

In English we have had a tricky word focus and our new word is 'the'. We have used 'the' in our sentence to tell Noi where the cats are hiding. I am in the... In phonics, children have been learning to blend using magnetic tiles on the boards and recognising more and more sounds by the minute. Don't forget to keep using their green sound books at home to learn all the sounds.

In handwriting we have been focusing on the long ladder letters u and y making sure we are starting at the top line and going down to the bottom line.

In the playdough area we have been dressing our mini me's for Winter. We have put them in winter coats, scarves and hats.

We have talked about kindness quite a lot this week and how we can show kindness to others. We are closely working with the children about sharing and looking after our classroom making sure we are working as a team and not using our hands to resolve problems.

In the large construction area the children have been making obstacle courses for the cats in our story, balancing and crawling around the different planks.

Our mud kitchen has been extremely popular this week and a mud café has been created. The children have been captured sitting together having a muddy brew and a biscuit.

Next week, our non-fiction book explores a very cold place with one of Mrs Fairhurst's favourite animals. They are black and white. Can you guess what it will be about?

A busy yet fantastic week

**Mrs Fairhurst**

## **Key Stage 1 News**

### **Year 1**

In Maths this week, we have been investigating how to partition numbers by identifying tens and ones. We used Dienes to help us understand this and made our own numbers using the resources. We can now identify different numbers just by looking at the equipment. Towards the end of the week, we also looked at the properties of 2D shapes.

In English, we read our book Old Bear and used one of the pages as inspiration to write our own incidental poems. We chose the page that showed Old Bear being rescued from the attic. We discussed different adjectives that we could use in our poems and circled adjectives and nouns that fitted together nicely. We then read a section of the book and became detectives, identifying punctuation, adjectives, and capital letters. We used different colours to highlight each feature in the text.

In PSHE, we completed the next lesson of My Happy Mind. We focused on our brains and how we can support our Team HAP to calm down when we are feeling stressed, sad, or anxious. We practised happy breathing together and thought about times when we had felt sad or stressed. We learned that using happy breathing helps our Team HAP to calm down, recognise that we are in a safe space, and support us in making the right decisions.

In RE, we discussed Islam and named the features of a mosque. We really enjoyed learning about the different areas of a mosque and how they are used.

### **Miss Kerrigan**

### **Year 2**

In English this week, we have looked at a WAGOLL (what a good one looks like) of our latest story, and we have picked out all the amazing language features in it. We also used our reading skills to find these features and write them under the correct columns.

In maths, we have started looking at bridging with subtraction on number lines. We are still using our knowledge of number bonds to support us with this!

In science, we observed different seeds and bulbs and noted down their colours, textures and size. In geography, we identified that Bruche and Tlama Tlama are both near major cities. We discussed why this was important and why it is good to live near a city.

In PSHE, we have done a couple of lessons on how to be kind to each other and who we should be kind too. The children worked together to complete tasks on what 'acceptable/unacceptable behaviour' looks like and what 'kind/unkind behaviour' looks like. We also created posters on what a good friend looks like.

Homework to be completed for Friday 30th January.

English: Reading comprehension.

Maths: bridging with subtraction using number lines.

Spelling

**Mrs Hogan**

**Key Stage 2 News**

**Year 3**

Year 3 have been practising their skills with column subtraction this week. We have been remembering to line our sums up correctly and have been using the rhyme 'If there's more on the floor, go next door and get ten more', to help us with exchanges. We have shown so much effort and resilience when facing trickier problems!

In English we have begun planning our setting description ready for our writing next week. We explored an image from our story 'Rhythm of the Rain' and thought carefully about how we could describe the image using expanded noun phrases, adverbs and personification. We have also enjoyed reading a non-fiction text in our reading lessons this week, based on different art ideas. We used the images and text to help us answer a range of different comprehension questions.

In RE we learnt about Jesus and his disciples. We thought about the qualities Jesus must have shown to inspire others to leave their homes and follow him, but also the qualities the disciples showed that made Jesus pick them. We listened to the story of Jesus and Simon, and discussed what Simon might have told his family about why he had decided to follow Jesus.

In Science we carried on our learning on light by exploring where light comes from. We learnt that light comes from a light source and that these can be classed as either natural or artificial. We sorted different light sources according to whether Humans make them and can turn them off, or whether they are made naturally and cannot be turned off by us.

We have been learning about the months of the year in our Spanish lessons. We have practised writing and saying these months, noticing that there are similarities between most English and Spanish month names.

In PSHE we learnt about the different character strengths as part of our MyHappyMind lessons. We thought of which of the five character strengths we have used recently and how using them makes us and others feel.

**Homework**

Spellings practise (In planners)

2 x Learning by Questions

1 x Reading Plus

Have a lovely weekend!

**Miss Johnson**

**Year 4**

This week in Year 4 for English, Year 4 have been excited as they came into class and it had been transformed into a storm. There were storm clouds, rain and lightning in class, the desks had become the sea. We had been left lots of clues of what the story may be about. We had a wooden staff, a ship, broken wood and rope, a torn sail, red eyed hounds, a crystal ball and a flutter of fairies. We made predictions about what we thought the story was going to be about. We then found out the story was The Tempest by William Shakespeare. We spoke a little about how these had been written as play a few hundred years ago but the version we were using has been turned into a children's short story. We have read the beginning and thought about how the people on the boat might be feeling as Prospero has caused a storm. We then created setting descriptions based on the ship in the storm.

In Maths, we have been looking at the vocabulary of addition and subtraction. Lots of the children started to say that vocabulary was for English but we discussed that each subject has its own vocabulary so we can understand what to do. We then looked at words we might see in word problems for addition and subtraction. We then moved on to looking at word problems and problem solving.

In Science, we have begun looking at classifying and grouping animals. We looked at different birds and thought about similarities and differences between them and although that they were same animal group they were not the same. We then looked at how we could group different sets of animals. What characteristics were the same and what were different? We started creating simple tables with two headings. We then had a go with a much larger group of animals but we soon discovered that not all the animals will fit. We then looked at Venn and Carroll diagrams where we could ask more and look for patterns.

In Art, we looked at drawing with a focus on outline and shading. The children experimented with 3d shape compositions and perspective drawing.

#### Homework

2 x Reading Plus  
5 minutes a day TT Rockstars  
3 x Reads in diary

#### **Mrs Shone**

#### **Year 5**

This week in year five, we have continued our multiplication unit in maths. We multiplied using partitioning to help me some easier. Then we practised using multiples of a number.

In writing we started our cliffhanger narrative based on the book the Hound of the Baskervilles. We included key grammatical features such as cohesive devices, relative clauses and commas for parenthesis.

In science, we experimented with different materials to find which had the most friction. We found that the rougher the surface the more friction there was.

For our history topic, we weighed up whether King Alfred (an Anglo-Saxon King) should keep his title Alfred the great. We looked at positives and negatives of his reign to decide.

Finally on Thursday we were very lucky to have a visitor teachers all about different energy sources, including those that were more sustainable. We then played a game using cards to help us stick this learning into our memory.

#### **Miss Ratcliffe**

#### **Year 6**

This week in Science, the children used their previously learned definitions to classify a range of animals. They sorted animals into groups such as mammals, amphibians, reptiles, fish, birds and insects, and also explored how animals can be classified by diet as carnivores, omnivores and herbivores, developing their scientific thinking and classification skills.

The children also used research and classification skills to group living things, exploring the differences between vertebrates and invertebrates and learned how to identify and classify plants as flowering or non-flowering, using agreed scientific definitions.

Also in Science, the children thoroughly enjoyed exploring the fascinating world of micro-organisms! They discovered how these tiny living things can be both helpful and harmful and carried out research into different types. To showcase their learning, the children created colourful fact-file posters comparing viruses, bacteria, fungi, and protists.

In Geography, the children learned about the Amazon rainforest and why it is so important to our World. They discovered why it is known as the Earth's lungs and explored how it is connected to the polar regions and climate change. The children learned that the Amazon is the most biodiverse place on Earth and discussed why cutting down the forest can be harmful to the future of our planet. They also began to understand key terms such as deforestation, afforestation and reforestation through research and discussion.

In English, the children continued their role as journalists and travelled back to 1918 to report on the end of the First World War. They wrote newspaper articles explaining why the war ended, including the Russian Revolution, problems in Germany, and the involvement of the USA. They also wrote about the damage caused by the war and its effects on people. The children used journalistic language, formal writing, and linking words to make their articles clear, and they practised sorting and editing information to improve their work.

In Maths, the children continued to recap the properties of circles and explored the differences between perimeter, area and volume. They practised finding the perimeter and area of shapes such as triangles, rectangles, parallelograms and trapeziums, and used formulae to calculate their answers, developing their reasoning and problem-solving skills.

In Personal Development, we use the 'Stop, Understand, Consider' approach. This helps children slow down, reflect on what they hear, and develop strong active listening skills.

#### **Mr Gould**

#### **Homework:**

#### **LBQ, Spelling and Reading Plus**

## **PE News**

This week, KS2 pupils have been channeling focus, teamwork, and powerful expression as they completed their own Haka motifs, structured carefully to a 32-count sequence. The children explored the cultural significance of the Haka, learning how movement, rhythm, and storytelling combine to create a performance that is both expressive and deeply rooted in tradition. Working in small groups, pupils developed their own motifs using strong stances, dynamic arm movements, and synchronised footwork. They experimented with tempo, formation changes, and contrasting levels to build a routine that felt bold and unified. Counting in sets of eight helped them structure their ideas clearly, and by the end of the sessions, every group had crafted a confident 32-count performance.

## **Mr Cooney**

# Lunch Menu w/c 26.01.2026

## Week 1

**SCHOOL MEALS**

Available daily as an alternative: - Filled jacket potatoes served with vegetables, a dessert and drink. An alternative dessert from a selection of seasonal fresh fruit, yoghurt, scone and cheese & biscuits

Available daily - Unlimited fresh salad and wholemeal bread, drinking water or fresh milk.

**Week One**

<b>Meat Free Monday</b>
Vegetarian Sausage Roll Herby Diced Potatoes and Baked Beans
Vanilla Ice Cream
<b>Tuesday</b>
V Pork Sausage with Yorkshire Pudding Creamed Potatoes, served with Carrots and Peas
Fresh Fruit Segments or Yoghurt
<b>Wednesday</b>
V Beef Burger in a Bun served with Herby Diced Potato and Fresh Side Salad
Vegetables Fajitas served with Savoury Rice and Sweetcorn.
V Orange Jelly and Fruit
<b>Thursday</b>
V BBQ Chicken served with Baked Wedged Potatoes, and Sweetcorn
Homemade Blueberry Cake/Muffin
<b>Friday</b>
Crumb Coated Chicken served with Chunky Chipped Potatoes, Garden Peas, or Baked Beans
Oven Baked Fish Fingers Served with Chunky Chipped Potatoes, Peas, or Baked Beans
Homemade Cooks Choice Biscuit

**Week Two**

<b>Meat Free Monday</b>
Margarita Pizza Rounds Served with Baked Jacket Wedges and Sweetcorn
Doughnut
<b>Tuesday</b>
V Roast Turkey with Creamed Potato, Roast Potato, Carrot and Broccoli
Fresh Fruit Salad or Yoghurt
<b>Wednesday</b>
V Spaghetti Bolognaise Served with Garden Peas
Garlic and Herb Chicken Pitta served with Vegetable Rice and Broccoli.
Arctic or Chocolate Ice Cream
<b>Thursday</b>
V Brunch Lunch (Sausage, Beans, Hash Brown, Omelette)
V Raspberry Jelly and Fruit
<b>Friday</b>
Crumb Coated Chicken Served with Chunky Chipped Potatoes, Peas or Baked Beans
Oven baked Battered Salmon served with Chunky Chipped Potatoes, Peas or Baked Beans
Homemade Cooks Choice Biscuit

**Week Three**

<b>Meat Free Monday</b>
Tomato and Mascarpone Pasta Bake Served with Seasonal Vegetables
Strawberry Ice Cream
<b>Tuesday</b>
V Chicken Katsu Curry served with Rice
Fresh Fruit Segments or Yoghurt
<b>Wednesday</b>
V Selection of Pizza (pepperoni/cheese) Served with Jacket Wedges, Salad
Sweet and Sour Chicken/Quorn Served with Rice/Noodle
V Jelly and Fruit
<b>Thursday</b>
V Pork Meatballs in Tomato and Basil Sauce Served with Pasta and Garden Peas
Vanilla and Chocolate Marble Cake
<b>Friday</b>
Oven Baked Chicken Poppers Served with Chunky Chipped Potatoes, Garden Peas or Baked Beans
Oven Baked Fish Stars Served with Chunky Chipped Potatoes, Garden Peas, or Baked Beans
Homemade Cooks Choice Biscuit

Menu Cycle Week One: 17<sup>th</sup> June, 8<sup>th</sup> July, 2<sup>nd</sup> Sept, 23<sup>rd</sup> Sept, 14<sup>th</sup> Oct, 4<sup>th</sup> Nov, 25<sup>th</sup> Nov

Menu Cycle Week Two: 24<sup>th</sup> June, 15<sup>th</sup> July, 9<sup>th</sup> Sept, 30<sup>th</sup> Sept, 21<sup>st</sup> Oct, 11<sup>th</sup> Nov, 2<sup>nd</sup> Dec,

Menu Cycle Week Three: 1<sup>st</sup> July, 22<sup>nd</sup> July, 16<sup>th</sup> Sept, 7<sup>th</sup> Oct, 28<sup>th</sup> Oct, 18<sup>th</sup> Nov, 9<sup>th</sup> Dec,

**Menu: 2024**

✓ = Vegetarian V = Vegetarian substitute available  
Lunch will be served with fresh milk or drinking water.  
All homemade dishes contain additional vegetables.

For allergen and dietary help please contact school meals helpdesk on 01925 443082 or visit our website [www.warrington.gov.uk/schoolmeals](http://www.warrington.gov.uk/schoolmeals)


**WARRINGTON**  
Borough Council

## BRUCHE PRIMARY SCHOOL

### Term Dates 2025-2026

	<b>Closing Date</b>	<b>Opening Date</b>
Autumn		03.09.25
Autumn Half Term	17.10.25	03.11.25
Christmas	19.12.25	05.01.26
Spring Half Term	13.02.26	23.02.26
Easter	02.04.26	13.04.26
Bank Holidays (Good Friday and Easter Monday)	03.04.26 and 06.04.26	
Bank Holiday (May Day)	04.05.26	
Summer Half Term	22.05.26	01.06.26
Summer	17.07.26	(TBC)

### **INSET** (Training days for staff – children not in school)

<b>INSET 1</b>	01.09.25
<b>INSET 2</b>	02.09.25
<b>INSET 3</b>	03.07.26
<b>INSET 4</b>	20.07.26
<b>INSET 5</b>	21.07.26

<b>Holiday Dates</b>	
October Half Term	20.10.25 – 31.10.25
Christmas Holiday	22.12.25 – 02.01.26
February Half Term	16.02.26 – 20.02.26
Easter Holiday	03.04.26 – 10.04.26
May Half Term (Whit)	25.05.26 – 29.05.26
Summer Holiday	20.07.26 - TBC

## **BRUCHE PRIMARY SCHOOL**

### Term Dates 2026-2027

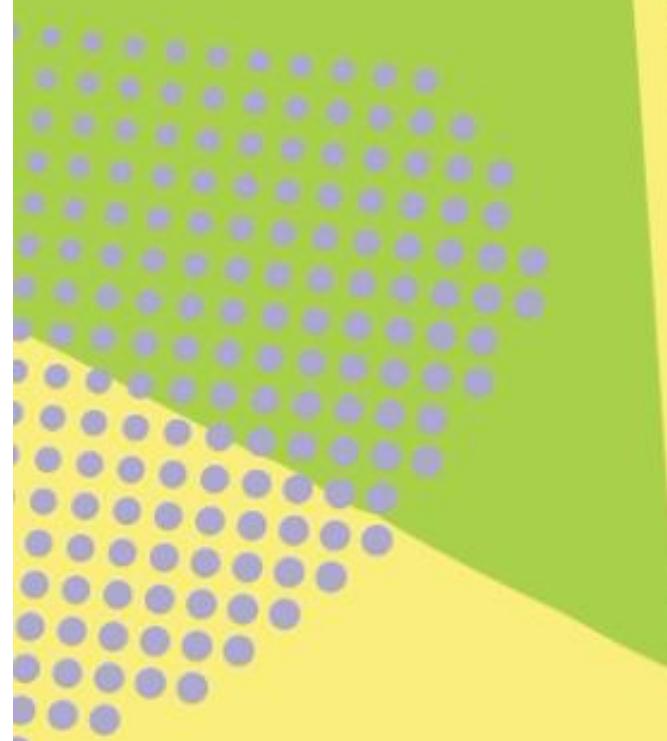
	<b>Closing Date</b>	<b>Opening Date</b>
Autumn 2026		02.09.2026
Autumn Half Term	16.10.2026	02.11.2026
Christmas 2026	18.12.2026	04.01.2027
Spring Half Term 2026	12.02.2027	22.02.2027
Easter	25.03.2027	05.04.2027
Bank Holidays (Good Friday and Easter Monday)	26.03.2027 / 29.03.2027	
Bank Holiday (May Day)	03.05.2027	
Summer Half Term	28.05.2027	07.06.2027
Summer 2027	16.07.2027	(TBC)

### **INSET** (Training days for staff – children not in school)

<b>INSET 1</b>	01.09.2026
<b>INSET 2</b>	02.07.2027
<b>INSET 3</b>	19.07.2027
<b>INSET 4</b>	20.07.2027
<b>INSET 5</b>	21.07.2027

<b>Holiday Dates</b>	
October Half Term	19.10.2026 – 30.10.2026
Christmas Holiday	21.12.2026 – 01.01.2027
February Half Term	15.02.2026 – 19.02.2027
Easter Holiday	26.03.2027 – 02.04.2027
May Half Term (Whit)	31.05.2027 – 04.06.2027
Summer Holiday	19.07.2027- TBC

# Young Artists' Summer Show 2026



**RA** Royal  
Academy  
of Arts

The Young Artists' Summer Show is a free, open submission exhibition for young artists aged 4–18 living and studying in the UK.

Students can submit one artwork for consideration which will be judged by a panel of artists and arts professionals. Selected artworks will be displayed at the Royal Academy of Arts either onsite or online. The RA will award prizes for inspiring artworks.

## How to enter

From 5 January 2026, teachers will be able to register their school. Next, teachers and parents/guardians can submit artworks via the RA website until 4 March 2026.

## Important dates

**5 January–4 March 2026**

Registration and submission open

**May 2026**

Judging

**14 July 2026**

Online exhibition opens

**14 July–30 August 2026**

Display at the RA open

**Sign up and find out more**

[roy.ac/youngartists](https://roy.ac/youngartists)

[@royalacademyarts](https://@royalacademyarts)

Made possible by Robin Hambro