



Waverley School
Learning through diversity

PRIMARY NEWSLETTER

October 2025



HUMANITY

EQUALITY

ASPIRATION

RESPECT

DATES FOR YOUR DIARY

3/11/25: Start of Autumn 2
3/11/25: Book Fair in school
4-5/11/25: Parents Evening 3:15-6:00
05/11/25: ADHD/ASC Parenting Workshop 2:00-3:00
6/11/25: Year 2 The Great Fire of London workshop
6/11/25: Tony Bradman author virtual visit for Year 5
7/11/25: Year 4 workshop by Ward End Fire Station
7/11/25: Stay and Play sessions at Studio College
10/11/25: Anti-Bullying Week
10/11/25: 5B Class Assembly Remembrance Day 8:40-9:00
10/11/25: Approaching Parenting Coffee Morning 9:00-10:00
11/11/25: Parents' Meeting EYFS/Year 1 – Supporting Children with Eng-
12/11/25: ADHD/ASC Parenting Workshop 2:00-3:00
17/11/25: 4B Class Assembly Anti Bullying 8:40-9:00
17-18/11/25: Year 2 Safety Seymour workshops
19/11/25: ADHD/ASC Parenting Workshop 2:00-3:00
24/11/25: 3B Class Assembly British Values 8:40-9:00
25/11/25 Year 5 Multi skills Festival
26/11/25: ADHD/ASC Parenting Workshop 2:00-3:00
28/11/25: Year 2 What on Earth is that? Science workshop
02/12/25: Mathematics workshop for KS1 parents 3:30-4:00
03/12/25: Primary Resource Base pupils visiting MAC The Owl who came
03/12/25: ADHD/ASC Parenting workshop 2:00-3:00

Dear Parents and Carers,

We're thrilled to report that the school year is off to a wonderful start. Our pupils have already enjoyed a variety of enriching experiences, including the lively celebration of European Languages Day and an inspiring visit from Birmingham City Mission. Educational and cultural trips have also been a highlight, helping to broaden horizons and deepen their enthusiasm for learning.

We'd like to take this opportunity to remind everyone of the vital role attendance plays in pupil achievement. Regular attendance is closely linked to positive outcomes, and your continued support in ensuring your child is in school every day is greatly valued.

As the half-term break approaches, we encourage families to take time to relax and recharge. A well-earned rest will benefit pupils and provide a chance for quality family time.

We look forward to welcoming all pupils back on Monday 3rd November 2025 at 8:25am.

Kind regards,

Mrs S Dosanjh
Principal

Mr U Malik
Vice Principal

05/12/25: 05/12/25: Year 5 visiting Warwick Castle
10/12/25: Primary Resource Base pupils visiting MAC The Owl who came for Christmas
10/12/25: ADHD/ASC Parenting workshop 2:00-3:00
15/12/25: 1B Class Assembly Christmas 2:30-2:50
16/12/25: Reception Nativity 2:15-2:45
18/12/25: Christmas Lunch & Jumper Day
19/12/25: End of Autumn 2
6/01/26: All pupils in school



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ATTENDANCE

RB	82
R1	90
R2	92
1A	93
1B	95
1C	95
2A	95
2B	91
2C	95
3A	94
3B	93
3C	97
4A	96
4B	97
4C	93
5A	92
5B	95
5C	94
6A	94
6B	93
6C	93

Subject to change before the end of half-term



Attend Today, Achieve Tomorrow

Attendance Update

Our whole school attendance is

93%

Our attendance for the year to date is

93%



Every Minute Matters!

Don't forget being on time is just as important! If you miss 15 minutes every day for one week you have lost over an hour of learning!

Punctuality—Be in School, Be on Time

At Waverley, we monitor punctuality as well as attendance. The law treats some persistent absence in the same way as irregular attendance and parents may be prosecuted by the Local Authority if late arrival is not resolved.

The school gates open at 8.25am. Please make sure your child is at school on time, so that they do not miss out on learning time.

Poor punctuality can lead to:

- Feeling embarrassed in front of their friends
- Missing the beginning of vital lessons
- Missing important instructions for the rest of the school day



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SPOTLIGHT ON SAFEGUARDING

WORKING TOGETHER TO KEEP OUR YOUNG PEOPLE SAFE



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What are AI chatbots?

Artificial Intelligence (AI) chatbots – such as ChatGPT, Google Gemini and others are becoming more common in everyday life. Children may encounter them at school, in games or even through websites and apps. While these tools can be useful and fun, it's important for parents to understand how they work, the potential risks and how to keep children safe.

AI chatbots are computer programmes that can hold a conversation with a person.

They can:

- answer questions (e.g. helping with homework or explaining a tricky topic).
- spark creativity (e.g. helping write a poem, story or quiz).
- support hobbies and interests (e.g. generating recipe ideas, sports facts or coding tips).
- provide entertainment (e.g. riddles, jokes or role-play style games).

Used wisely, chatbots can be a helpful tool for learning and fun.

When conversations can become concerning

Although conversations may start out innocent, there are risks to be aware of:

- **Unpredictable responses:** chatbots sometimes give inaccurate, confusing or inappropriate information.
- **Role-play risks:** a child may ask the chatbot to pretend to be a friend, character or even a parent figure. This can blur the line between fantasy and reality.
- **Sensitive topics:** children may explore personal worries with a chatbot and the answers they receive might not always be supportive, accurate or safe.
- **Over-reliance:** a child might start turning to a chatbot for advice instead of trusted adults.

Primary | October 2025

In this issue:

- AI chatbots
- Roblox safety

5 WAYS TO KEEP YOUR CHILD SAFE WHEN USING AI CHATBOTS

- 1 TALK TOGETHER**
Ask your child if they've used a chatbot and what for. Show interest in their curiosity.
- 2 SET AGE-APPROPRIATE LIMITS**
Many chatbots are designed for older users. For younger children, supervised use is best.
- 3 USE CHILD-FRIENDLY VERSIONS**
Some companies are developing age-appropriate AI tools with stricter safety filters.
- 4 ENCOURAGE CRITICAL THINKING**
Remind children that not everything the chatbot says is true. Check facts together.
- 5 PRIORITISE PEOPLE OVER TECHNOLOGY**
Reassure your child that if they are worried, upset or have questions, they should always talk to a trusted adult first.

Key message: AI chatbots can be a useful tool, but they are not a replacement for safe, supportive human relationships. With guidance, supervision and open conversations, parents can help children explore this technology in a safe and balanced way.





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WAVERLEY ROCKS!



THIS HALF-TERM ROCK KIDZ RETURNED TO WAVERLEY FOR THE THIRD YEAR RUNNING—AND WHAT A SHOW THEY PUT ON! THE EXCITEMENT WAS PALPABLE AS CHILDREN ARRIVED DRESSED TO IMPRESS IN FULL ROCK STAR GEAR. WE SAW BANDANAS, LEATHER JACKETS, SUNGLASSES, GLITTER, AND EVEN TEMPORARY TATTOOS—AND THAT WAS JUST THE STAFF! THE CONCERT WAS A HIGH-ENERGY CELEBRATION, COMPLETE WITH DAZZLING LIGHTS, BOOMING MUSIC, A RUBBER DINOSAUR, AND PLENTY OF DANCING. BUT BEYOND THE FUN, THE DAY CARRIED A POWERFUL MESSAGE: THE IMPORTANCE OF KINDNESS. THROUGH ENGAGING WORKSHOPS, CHILDREN EXPLORED HOW TO SHOW KINDNESS IN SCHOOL AND BEYOND—REINFORCING THE VALUES WE SHARE IN ASSEMBLIES AND CLASSROOMS EVERY DAY.



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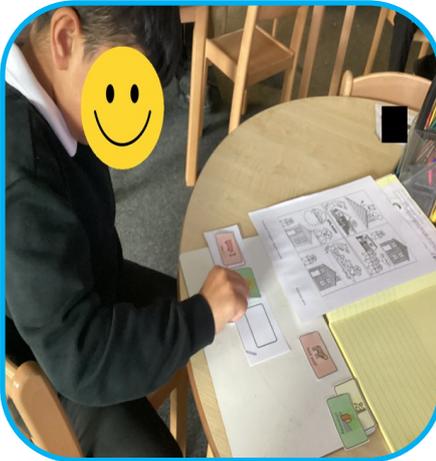
Resource Base Team

Ms Khatoon (SENDCo) Miss Pearcey, Mrs Kulsum, Ms Ali, Ms Khan, Ms Begum, Ms Yedale, Ms Hussain and Ms Kausar

In English this term, the children focused on the story 'Going on a Bear Hunt'. The children engaged in making a sensory story map, using different textures and materials to bring each part of our focus story to life. They explored 'swishy grass', 'squelchy mud' and 'cold water' using fabric, paint and sensory trays to help aid the children in connecting with the story through touch and play. Furthermore, we focused on applying phonological knowledge to spell adjectives and write simple sentences about the characters from the story using colourful semantics. Colourful semantics is an effective speech and language therapy approach that helps children develop sentence structure, vocabulary and understanding of language by using colour coded visual cues. A 'wow' moment in English was when Z.A used colourful semantic independently to form a sentence and was able to share it with the class. Excellent work Resource Base!



This term, we have been ordering numbers using concrete and pictorial representations to support visual learning and to build on deeper knowledge on numbers. This is crucial in laying the foundation for strong mathematical understanding and problem-solving skills. In addition, the children explored comparing quantities through practical, sensory based activities to learn vocabulary 'more' and 'less'. Learning these words are fundamental for describing everyday experiences and allowing our children to become confident in using comparative language. This also supports their ability to follow instructions and develop critical thinking skills which are essential both inside and outside the classroom. A 'wow' moment in maths was when S.R was able to order numbers to 10 independently by building cube towers to represent the numbers. Well done Resource Base!



This term, our focus topic was 'I'm Special, I'm Me'. The children took part in a range of practical, hand on activities such as painting self-portraits and using different parts of the body to make art pieces as part of engaging their senses through sensory based arts and craft activities. This topic allowed the children to recognise their own strengths and develop understanding among peers. Keep up the fantastic work Resource Base!





Reception

Mrs M Akhtar, Ms Lane (Year Group Leader), Ms Kauser and Mrs Azid

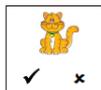
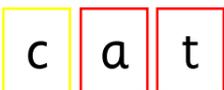
As part of our English learning the children have been learning all about Black History Month, focusing on inspirational figures who have made a difference in the world. They began by learning about Rosa Parks and how her bravery helped change unfair rules. We then linked this to our topic work, exploring other remarkable people such as Marcus Rashford, who campaigned for free school meals, and Mary Seacole, who helped care for soldiers during the war. These individuals have inspired the children to think about how they, too, can make a difference in the world, reflecting our school values of Humanity,



This half-term Reception classes have been exploring patterns. Children started by looking at patterns in nature, like zebra stripes and cheetah spots. After this, children explored how patterns repeat before creating patterns of their own. Towards the end of the half-term, children have explored numbers 1, 2 and 3. They have done this by looking at the cardinal values of the number i.e. what makes each number and how this can be represented.

During the first autumn half term, children have been discovering more about themselves. They have identified who is special to them and have shared the reasons why. EYFS classes have also been exploring how we can be kind to each other and have understood what it means to be a 'good friend'. R1 and R2 enjoyed gaining a better understanding of this when making friendship bracelets and showing 'humanity' to each other.

Children have begun learning sounds in their Phonics lessons, which lays the foundation for their reading and writing skills. They have shown great enthusiasm during these sessions, and we have explored red, yellow, and green sounds.

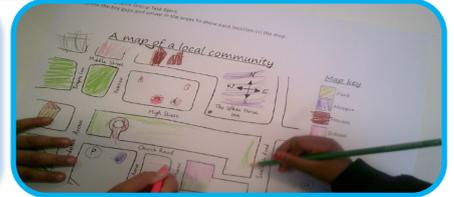




Year 1 Team

Miss Mohamed, Ms Bibby (Year Group Leader), Mrs S Akhtar, Mrs T Akhtar and Mrs Underhill

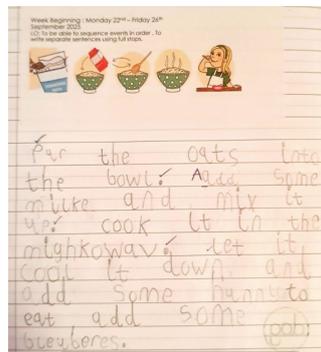
This half-term in Year 1 has been full of exciting learning and new experiences. Highlights include our fantastic trip to the zoo, exploring our school community, and enjoying continuous provision to support a smooth transition into Year 1. The children have settled in brilliantly and embraced opportunities with enthusiasm!



Our trip to the zoo sparked curiosity as we explored animal classifications and met The Gruffalo. In Geography, we created maps of our community, using aerial views and keys. In Science, we conducted a bird survey, and designed an experiment to test our senses.

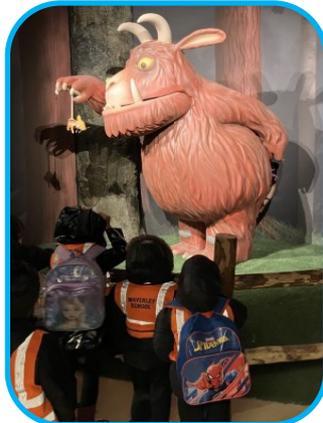
Year 1 had a wonderful start in English by diving into traditional tales like *Goldilocks and the Three Bears*. It was a great way for our young learners to understand storytelling following a three-part structure.

Moving from storytelling into instructional writing



helped year 1 children develop clarity in communication and understand sequencing in a practical context.

They wrote instructions for Baby Bear to make porridge.



During this half-term, children in Year 1 have been building on their understanding of place value within 10 through a range of engaging and hands-on activities. Using a range of manipulatives such as counters, cubes, numicons and ten frames. Children explored how numbers are made and how they can be broken into smaller parts. Throughout the lessons, children practised counting forwards, finding one more or one less than a number and comparing numbers using key words such as greater than, less than and equal to. Children developed a secure knowledge in numbers and place value by exploring numbers through real-life examples and engaging in discussions.

Write the missing phrase.

a) 4 is less than 5

b) 5 is greater than 3

c) 7 is equal to 7

Write <, > or = to compare the numbers.

a) 4 < 5 ✓

b) 5 > 3 ✓

c) 7 = 7 ✓

d) 1 < 2 ✓

e) 8 > 2 ✓

f) 3 < 6 ✓

g) 6 > 0 ✓

h) 4 < 9 ✓





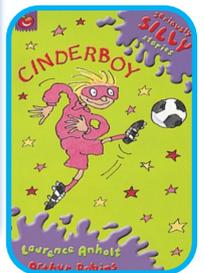
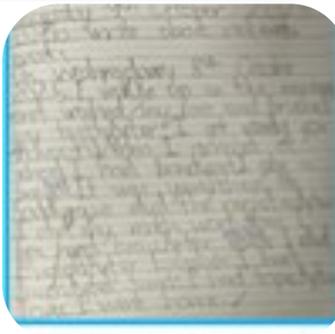
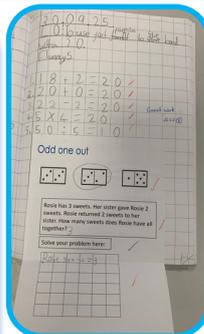
Year 2 Team

Ms Akhtar, Dr Bodhanker (Director of Learning), Ms Saddique (Year Group Leader), Mrs Desai and Mrs S Akhtar

This half term, the children have explored a variety of topics across our curriculum. In Geography, they learned about the seasons and how they change throughout the year. In Science, they investigated fair testing and carried out experiments to determine the most suitable material for making a coat. Additionally, Year 2 enjoyed a visit to St Philip's Cathedral in Birmingham, where they deepened their understanding of the Christian faith.



In Mathematics, the children focused on place value, addition, and subtraction this half term. They used concrete resources and manipulatives to solve problems and develop their understanding. Key concepts explored included number recognition up to 20, using place value charts, and comparing numbers on a number line. Additionally, the children confidently worked on number bonds to 100 and practiced adding and subtracting two-digit numbers across 10.



Year 2 began this half term by exploring a range of traditional tales and identifying their key features. They then moved on to reading Laurence Anholt's mixed-up tales, including Cinderboy, Snow White and the Seven Aliens, and Rumply Crumply Stinky Pin. After enjoying these creative twists, the children had the opportunity to write their own imaginative stories.

Next, Year 2 focused on a non-fiction unit, writing diary recounts inspired by Black History Month. They learned about Rosa Parks and the Montgomery Bus Boycott, gaining an understanding of segregation and using our HEAR values to express their thoughts and voices.

Looking ahead to next half term, the children will study the historical event of the Great Fire of London and develop their skills in writing diary entries.

This term, children embarked on an exciting journey through the fascinating world of weather and climate in Geography, exploring different weather patterns and how they affect our daily lives. They learned to identify various types of weather, and discussed the importance of weather in their environment. This knowledge was then applied in Science, where children investigated materials and their properties, discovering which materials are waterproof and suitable for creating protective gear. Building on this, in Design and Technology, they used their scientific understanding to design and construct their own waterproof capes — a brilliant way to combine creativity with practical skills. Well done to all the children for their fantastic efforts, for creating such excellent projects at home!





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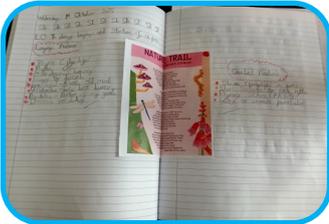
RESPECT

Year 3 Team

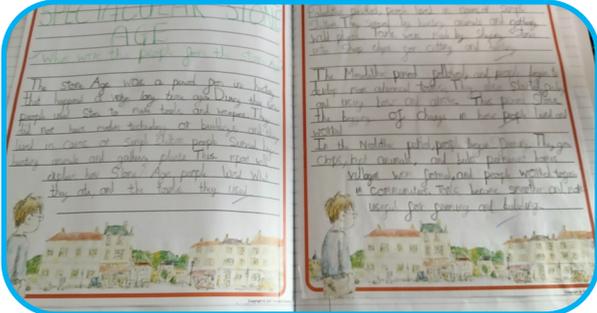
Ms. Jehan (Year Group Leader), Miss Olad, Mr Arif and Ms Bashir

Over the past few weeks, our class has been diving into two exciting learning journeys. First, we explored the Stone Age by researching its key aspects and analysing the features of non-chronological reports. Using our findings, we crafted our own informative non-chronological reports, showcasing our understanding of life in prehistoric times.

In celebration of Black History Month, we spent three weeks studying the powerful poetry of Benjamin Zephaniah. We explored his themes, language, and rhythm, and used this inspiration to perform his poems with confidence and creativity. It was a wonderful opportunity to connect with his work and reflect on the messages behind his words.

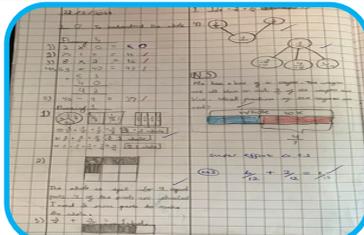


In Mathematics, we began by exploring place value up to 1,000, helping children understand the value of each digit in a number. We then moved on to practising a range of addition and subtraction strategies. Children looked at exchanging across ten and 100 using the column method strategy. To support their learning, children used place value charts, part-whole models, and bar models to visualise and solve problems with accuracy.



Alongside this, children have been practising efficient arithmetic strategies during their daily fluency sessions, helping them improve speed and accuracy. They have also been learning their 3 times tables, laying the groundwork for confident multiplication

Throughout Autumn 1 in Year 3 we have been focusing on the Stone Age in Topic . We started off the children's learning with a Stone Age workshop which sparked the children's curiosity. We have been diving into the fascinating world of the Stone Age, exploring how early humans lived, worked, and interacted with their environment. We have been learning about the development of tools, the significance of fire, and how these innovations shaped their daily lives. Discussions about cave paintings and early art have sparked our curiosity about the cultural aspects of this period in history.



Love Reading!

All children in Year 3 have been given their Reading Age and books that are suitable for them. They will also bring a library book home every week. Can you please read with your child every day and record this in their reading record.



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Year 4 Team

Mrs Basharat, Mrs Virk (Year Group Leader), Ms Ahmed and Ms Amin

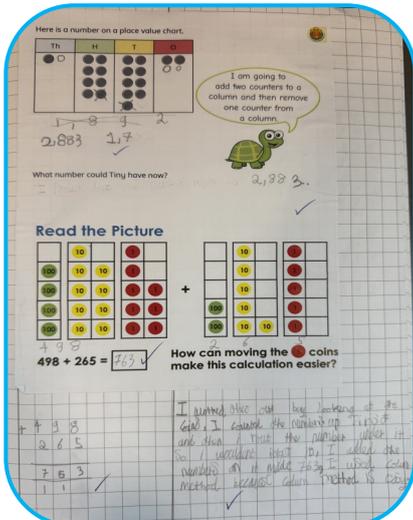
This term, our Year 4 pupils have been reading about the exciting world of *Percy Jackson and the Lightning Thief*! The thrilling adventures of Percy and his encounters with ancient Greek mythology have truly captured their imaginations. Inspired by the story, our English lessons have focused on exploring the fascinating world of Greek gods and goddesses. Pupils have researched and written their own non-chronological reports, showcasing their creativity and growing confidence as writers.



Year 4 had a fantastic visit to Walsall Art Gallery, where they explored a wide range of art styles and techniques, gaining inspiration from the many different forms of creative expression on display. During the visit, pupils took part in an engaging poly printing workshop, learning how to design and print their own patterns. Back at school, they applied these new skills to create a beautiful Greek amphora, linking their artwork to our foundation curriculum topic, *Ancient Greece*. The children thoroughly enjoyed combining history and art, producing some truly impressive and imaginative pieces. Their excitement and creativity shone through in each piece of artwork, making the project a wonderful success.



Year 4 also took part in an engaging Ancient Greek workshop. This gave pupils a fantastic opportunity to learn new facts about Greek life, culture, and mythology, while exploring a variety of authentic artefacts. The hands-on nature of the workshop made learning both fun and memorable, and pupils were fully engaged throughout the session. They thoroughly enjoyed handling the artefacts, asking questions, and discovering more about the fascinating world of Ancient Greece.



Year 4 pupils have been developing their confidence in Place Value and Addition and Subtraction. They have explored numbers up to 10,000, learned how to round numbers to the nearest 10, 100 and 1,000. In addition and subtraction, pupils have been practising formal written methods, including solving problems. It's been wonderful to see their growing accuracy as they tackle increasingly challenging calculations.



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Year 5 Team

Mrs Sohail, Mr Muneem (Year Group Leader), Mrs Khanum and Mrs Javed

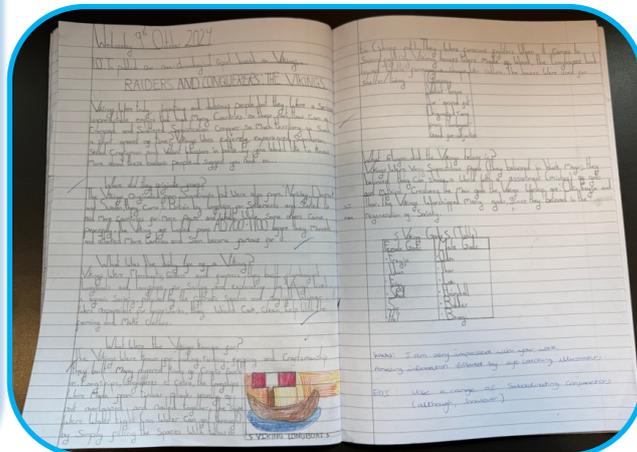
In English, this term, we learnt all about the 'Vicious Vikings' which led us perfectly into writing our very own non-chronological report based on Vikings. Children began the unit by reading and understanding various different reports to have a clear understanding on the language and structure. They then began researching facts on who the Vikings were and where they came from. Here they learnt the skills of note-taking and organising their work in bullet points. Finally, using their plan children published their exciting and informative report.



Year 5 enjoyed a series of engaging workshops during their Viking Day, where they learned about Viking daily life, longships, and weaponry in a fun and humorous way with Professor McGinty, who transported them back in time. Pupils also had the exciting opportunity to see and handle authentic items and replicas from the Viking period!

What an exciting start to the year! We started things off with an engaging Viking workshop that sparked our curiosity about the Vikings. Following the workshop, in History we dived into our research on the Vikings, focusing on the famous raid on Lindisfarne. Year 5 absolutely loved this topic, showcasing their creativity by creating amazing fact files filled with all the incredible information they discovered. They then moved onto creating a Viking timeline of events and ended the unit creating informative and persuasive travel brochures.

In Mathematics, this half-term children began by learning about the importance of place value where they looked at numbers up to a million! Here they ordered, compared and rounded numbers. They then moved onto looking at their next topic which was Addition and Subtraction where they consolidated their understanding further on using the formal method of columnar.

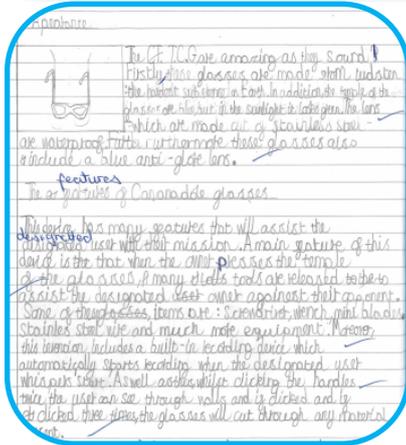




Year 6 Team

Ms Khan, Ms Javed (Year Group Leader), Ms Habib, Mr Aksar, Ms Kauser and Ms Sultana

This past half-term, pupils have been working on instructional writing, creating their own step-by-step guides on how to make cupcakes. The highlight of this unit was the practical activity where they baked and decorated cupcakes to take home and share with their families. Following this, we moved on to exploring non-chronological reports, using the text Storm-breaker as inspiration. Year 6 pupils designed their own gadgets to assist MI6 agents and then wrote detailed reports describing the features and functions of their inventions.



In Mathematics, pupils have enjoyed learning about place value and the four operations. Children have developed strong fluency skills, which they have been able to apply to reasoning and problem-solving challenges.

2) a) Write the numbers in the sorting diagram.

25	30	16	20	24	60	75	40
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multiples of 5 multiples of 4

b) Write all the common multiples of 4 and 5 from the list.
 20, 40, 60

c) Look at the common multiples of 4 and 5 from part b). What do you notice? $20 \times 2 = 40$ $40 \div 20 = 2$
 Describe how to find more common multiples to add to this list. Would you ever run out of common multiples? NO



3) a) Continue the lists of multiples.

Multiples of 5
 5, 10, 15, 20, 25, 30, 35, 40, 45
 50, 55, 60, 65, 70, 75, 80

Multiples of 7
 7, 14, 21, 28, 35, 42, 49, 56, 63
 70, 77, 84, 91, 98

b) Circle the common multiples of 5 and 7

Year 6 recently embarked on a spiritual visit to a Buddhist Pagoda, immersing themselves in the peaceful teachings and cultural heritage of Buddhism. Pupils experienced first-hand the calming power of mindfulness and meditation. During the visit, they explored the values of compassion, respect, and inner peace—core principles of Buddhist philosophy. Through guided reflection and engaging discussions, pupils gained a deeper understanding of how mindfulness can positively influence their daily lives, both in and out of the classroom.

