



Turves Green Primary School Newsletter

Excelsior
Multi Academy Trust

27TH FEBRUARY 2026

Dear Parents and Carers,

Rock and pop band lessons with Rocksteady!



On Thursday we enjoyed a morning with Rich from Rocksteady. All children will be bringing home a letter explaining Rocksteady Music School and Turves Green Primary School's partnership with them. 20 of the 45 available spaces have already been booked!

These weekly music lessons take place in school and are led by professional musicians who make learning music fun. It's the perfect way for children to learn new musical skills, make friends and have a great time – all at school!

Rocksteady lessons are also shown to amplify confidence, wellbeing and social skills. Here's what else you need to know:

- There's no experience necessary and all instruments for lessons are provided.
- Watch as your child performs in their end of term concerts, showing just how far they have come.
- Children learn up to 300 instrument, band, and performance skills, whilst playing songs they love.
- Children can achieve an Ofqual-regulated Music qualification, accredited by Trinity College London, without having to take a single exam.
- You'll receive regular progress updates, including photos and videos.

There's a money-back guarantee for the first month and you can cancel at any time. Places are offered on a first come, first served basis. Sign your child up for band lessons online at

www.rocksteadymusicschool.com/parents

Parents in School.

It has been another fantastic week where we have welcomed a huge number of parents into school. On Tuesday, Year 1 parents joined their children for open lessons and on Wednesday, Year 3 parents joined their children. The idea behind these mornings is for parents / carers to get a flavour of school life and find further ways to support their children at home. Each Year group will be hosting open lessons between now and the Easter holidays – we'd love to see as many of you as possible coming along.

Year 4 also held a recorder concert for their parents. The Year 4 pupils performed with confidence, a huge shout out to Tilly who performed a flute solo.

Events Next Week.

• Year 2 are hosting their open lessons on Thursday 5th March – we look forward to welcoming parents / family members in to enjoy this opportunity together.

• **WORLD BOOK DAY** – We will be celebrating World Book Day a day later than originally planned on **FRIDAY 6TH MARCH.**



And finally...

Please can parents / carers park legally and mindfully when dropping / collecting from school. Residents have asked that I respectfully remind parents that parking across driveways can cause much frustration when they are blocked in and trying to leave their homes.



Mrs Young



Stay in touch :



enquiry@turvesgreen.excelsiormat.org



(0121)-464-3686



www.turvesgreen.excelsiormat.org

After School Clubs

WB 2nd March 2026

Please note all school clubs are on an allocation basis and your child must have received a letter confirming their place to attend.

MONDAY	Year 1&2 Gymnastics Club
TUESDAY	Year 3&4 Gymnastics Club
WEDNESDAY	KS2 Chess Club
THURSDAY	No afterschool activity club
FRIDAY	No afterschool activity club



Upcoming events:

Thursday 5th March
Year 2 Open Lessons
8:50-10:40am

Thursday 5th March
World Book Day

Friday 6th March
School celebrating World Book Day - own clothes day

Wednesday 11th March
Year 5 Open Lessons
8:50-10:55am

World Book Day

This year school will be celebrating World Book Day on **Friday 6th March**, we will be having a fun filled Friday! Children can dress up as their favourite book character, wear their pjs or comfy clothes, and can bring in their favourite book to share with the class.

Parking

Can we please remind parents again that you should not be using the visitor car park when dropping off and picking up children unless prearranged with the school. These are spaces for visitors coming to the school and can make the pavement dangerous for pedestrians when cars are constantly going into and leaving the carpark.

Next weeks PE:

MONDAY	Year 6
TUESDAY	REC
WEDNESDAY	Year 1 & Year 2
THURSDAY	Year 3 & 5W 5S - Swimming
FRIDAY	Year 4

Reception to leave PE kits in school to change into on PE days
Years 1, 2, 3, 4, 5 and 6 to wear their PE kits to school on their PE days

Composer of the week
Joaquín Rodrigo (1901-1999):

When Spanish-born Joaquín Rodrigo was three years old, he contracted diphtheria. The disease left him virtually blind, but this did not prevent him from becoming one of the most well-known and popular figures in contemporary classical music.



Rodrigo studied first in a college for blind children and then in Valencia, Spain. In his late twenties, he moved to Paris to study with the famous Paul Dukas. There, he met other Spanish musicians, artists and writers, including Manuel de Falla, who became a close friend and long-time supporter. In 1933, Rodrigo married a Turkish pianist, Victoria Kamhi, who devoted her life to the career of her husband. In addition to performing and composing, Rodrigo led a very busy life as a professor of music, a music critic and head of music broadcasts for Spanish radio. Governments, universities and musical organizations from many different countries have honored him for his extraordinary contribution to Spanish music.

The music of Rodrigo draws on many different aspects of his native country's spirit. It is noted especially for its beautiful melodies. He wrote songs, concertos, piano works and music for the theatre and movies. One of his most famous compositions is the *Concierto de Aranjuez*, a concerto for guitar.



Have a conversation about the story behind these pictures which were shown in our No Outsiders assembly this week and how they link to No Outsiders and British Values:





Turves Green Superstars!



Hot Chocolate Friday

Well done to all the children who have been nominated.

This week's winners are:

- Reception - Chloe (RSW) & Dollie (RF)
- Year 1 - Lorien (1C) & Brogan (1BC)
- Year 2 - Hayden (2C) & Carson (2W)
- Year 3 - Ryan (3B) & Tiviskaa (3P)
- Year 4 - Fareedah (4C) & Zawiya (4W)
- Year 5 - Waad (5S) & Benita (5W)
- Year 6 - Zoha (6M) & Alice (6T)

House Points

Armstrong	Earhart	Seacole	Shakespeare
			
515	651	625	737

Care and Compassion Award



- Reception - Chloe (RSW) & Rosie (RF)
- Year 1 - Owen (1C) & Leo (1BC)
- Year 2 - Hayden-Liam (2C) & Sesame (2W)
- Year 3 - Evelyn (3B) & Maddison (3P)
- Year 4 - Sapphire (4C) & Jay (4W)
- Year 5 - Daisy (5S) & Ivie (5W)
- Year 6 - Elijah (6M) & Tian (6T)

Resilience and Perseverance Award



Resilience and Perseverance Certificates will be awarded next week.



NEW LUNCH MENU!

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
All Day Brunch, Pork Sausage or Veggie Sausage (V) with Omelette & Hash Brown Fish Fingers with Tartar Sauce	Sweet & Sour Chicken Sweet & Sour Quorn (V) Vegetable Samosa (V)	Roast Chicken, with Yorkshire Pudding Veggie Sausage Toad in the Hole (V)	Chicken Korma Mixed Mixed Vegetable Korma (V) with Naan Bread Battered Fish with Tartar Sauce	Meat Feast Pizza Margherita Pizza (V)
Sauté Potatoes, Baked Beans & Sweetcorn	Herby /Diced Potatoes, Egg Noodles, Broccoli & Baked Beans	Roasted New Potatoes, Carrots, Green Beans & Baked Beans	Oven Baked Wedges, Steamed Rice, Peas & Baked Beans	Chipped Potatoes, Baked Beans, Peas, Sauces
Ice Cream Pot Fresh Fruit & Yoghurt	Golden Flapjack Fresh Fruit & Yoghurt	American Pancakes with Golden Syrup Fresh Fruit & Yoghurt	Fruit Jelly Fresh Fruit & Yoghurt	Strawberry Cheesecake Fresh Fruit & Yoghurt

Fresh Bread
Jacket Potatoes
Sandwich, Wrap
Salad Cart
Available Daily



Be an attendance HERO Here Everyday Ready Ontime



SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From climate change to military conflicts around the globe, right now children across the globe can scarcely go online without being exposed to unsettling stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

1 FIND OUT WHAT YOUR CHILD KNOWS

There are many ways that children are exposed to upsetting content in the media, both online and offline. Before swamping your child with information, find out what they know already. Show them you're interested in what they have to say, practice active listening and try to gauge how much your child has been impacted by what they've seen.



2 RIGHT TIME, RIGHT PLACE

Starting a conversation about upsetting content probably isn't the best idea when your child is studying for an exam or about to go to bed. Choose a time when they're relaxed and open to talking, to make sure you have their full attention. Remember, these conversations can become emotional, so choose somewhere your child feels safe and comfortable.



3 KEEP IT AGE APPROPRIATE

With younger children, try and keep the conversation more general and avoid leading questions and complex detail. You can go slightly deeper into the specifics with young teenagers but keep monitoring their emotional response. With older teens, you can be more open about the realities and consequences of what's happening – but again, do stay aware of their emotional state.



4 EMPHASISE HOPE

Upsetting content can make anyone feel angry, scared, sad or overwhelmed. Try to find stories of hope, generosity and strength related to the content you're discussing. Children often feel reassured when they know they can do something to help, so encourage your child's sense of control through activities which make them feel they're positively impacting the events they're concerned about.



5 MONITOR REACTIONS

All children react differently, of course, and young people might not directly say that they're scared, angry, anxious, confused or uncomfortable. Emotional reactions are natural when discussing upsetting topics, so take note of your child's body language and reactions. Allow them to express their feelings in a non-judgmental space and try to stay mindful of how they might be feeling.



6 CONSIDER YOUR OWN EMOTIONS

It's not only young people who find upsetting news difficult to process: adults also have to deal with strong emotions in moments of stress. Children develop coping strategies by mirroring those around them, so staying on top of how you appear to be regulating your emotion on the outside is important for supporting your child through worrying times.



7 SET LIMITS

Managing screen-time and content can be difficult even in normal circumstances, but especially in unusual or stressful periods (at the start of the pandemic, for example). It's virtually impossible to keep children away from upsetting content completely, but it's important to try to limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screen-time limits.



8 TAKE THINGS SLOWLY

Try not to overwhelm your child with information all at once: instead, take the discussion one step at a time. You could make the first conversation a simple introduction to a potentially upsetting subject and then wait until your child is ready to talk again. Opening the door to the conversation and demonstrating that your child can talk to you about this type of issue is a vital first step.



9 ENCOURAGE QUESTIONS

Online, troubling images, posts, videos and stories are shared across multiple platforms, many of which your child might access. Even if the content is actually inappropriate, encourage your child to discuss what they saw instead of being angry at them for seeing it. Children are still learning that not everything online is accurate – you want to be their ultimate source of information, not their device.



10 FIND A BALANCE

There's often a tremendous compulsion to stay right up to date with events. Our phones frequently send us push notifications urging us to read the latest article or view the most recent video on social media. It's essential to remind your child that it's healthy to take regular breaks, and to focus on positive events instead of 'doomscrolling' and risking becoming overwhelmed by bad news.



11 BUILD RESILIENCE

News has never been more accessible. While our instinct may be to shield children from upsetting stories, it's important that they're equipped with the tools to manage this content when they are exposed to it. Talk about upsetting content more generally with your child and emphasise that they can always tell you or a trusted adult if something they see makes them feel uneasy.



12 IDENTIFY HELP

It's hugely important that children know where to find support if they encounter upsetting content online. Encourage them to open up to an adult that they trust, and make sure they're aware of who their trusted adults are. It is essential that children understand that they're not alone, and that help is available if and when they need it.



Meet Our Expert

Cayley Jorgensen is the director of FaceUp South Africa, which is a reporting system that is currently being used by schools and companies to fight bullying around the world. FaceUp helps give a voice to bystanders by encouraging them to speak up and get the help they not only want but need.



National Online Safety®

#WakeUpWednesday