



# BROOKLANDS BULLETIN

## Weekly Reflection

Dear parents and carers,

Our penultimate week of this half term has been yet another busy one at Brooklands and even more so when it has been a four-day week! Our INSET day today has enabled all staff across the Maritime Trust to participate in our first Maritime Education Conference where all staff have engaged in bespoke professional development and we look forward to seeing how what we have learnt can impact on our education offer for our children moving forward.

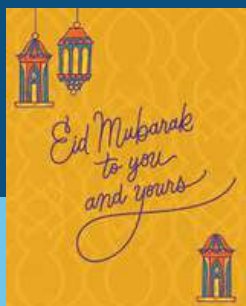
Thank you to everyone who engaged in our communication around parking in the vicinity of the school. It seems there is agreement in the need to ensure people park responsibly and safely on the local residential streets and refrain from parking over pavements, which blocks pedestrians from walking safely and blocking driveways. We really need everyone on board with this and appreciate your support.

Next week is our final week of the Spring term. Our Friends of Brooklands have organised a wonderful treasure hunt on Friday 27<sup>th</sup> March where children will be finding symbols of all faith celebrations in order to receive a treat. This is a very popular event and we are grateful to the Friends of Brooklands for enabling this to happen.

We wish you all a wonderful weekend

Mrs McGrath and Mrs Armstrong

**We would like to wish a very Happy  
Eid to all who celebrate!**



## UPCOMING DATES

**DO NOT FORGET:  
INSET DAY 20th March**

**Year 6 trip to British Museum 24<sup>th</sup>  
March**

**Year 2 trip to Greenacres 24<sup>th</sup>  
March**

**Year 1 Big Outcome afternoon  
Thursday 26<sup>th</sup> March**

**Shared Stories and Coffee  
morning 27<sup>th</sup> March 8:45am-10am**

**Year 3 trip to Science Lab 27<sup>th</sup>  
March**

**Year 6 Bake Sale- after school  
Friday 27<sup>th</sup> March**

## End of term treats!

**Next week, don't forget that on Friday 27<sup>th</sup>  
March, from 8:45am until about 9:15am,  
friends and family can come into class with  
the children for Shared Stories! Then, if you  
have time, you are welcome to join us in the  
main hall for a cup of tea or coffee and a  
biscuit! It is a wonderful chance to catch up  
with each other before the busy-ness of the  
day begins!**

**The children will also be coming home with  
Theme letters and Knowledge Organisers  
for our wider curriculum learning for after  
the break. We share these with you so you  
can have an understanding of the learning  
your children will be doing in the first half of  
the summer term. It might be that you want  
to create some learning outcomes linked to  
their learning that the children can share  
when they return!**

# OFFICE REMINDERS



**Absence/ Appointments** – Please ensure you call the office **before 9am** if your child will not be in school that day. Alternatively, you can report your child's absence on **Studybugs**.

Medical evidence and **proof of appointments** must be provided – [info@brooklands-maritime.org](mailto:info@brooklands-maritime.org)

**MCAS** – Please provide at least two contact numbers and ensure addresses, Parental consents, medical conditions and medication is up-to-date.

**Punctuality** – Should a child's punctuality be identified as persistent (more than 10%) or a pattern (e.g. late on a particular day of the week), parents will be invited in to meet with leadership and/or the local authority attendance officer to discuss how the school can support the family to improve punctuality for the child.

## Enrichment clubs/ Holiday clubs

All outstanding payments must be **paid by Friday 27<sup>th</sup> March**

Bat Club

Nursery

Clubs / Trips



Please get the **free Studybugs app** for reporting your child's absence due to illness.

<https://studybugs.com>



Report sickness, receive guidance, help improve children's health

See what illnesses are going around

*Secure system, all communications encrypted*

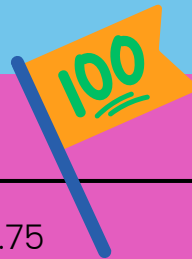


Working in partnership with:



Please sign up to our attendance app which is how we now ask parents to inform us of absence; thank you to those who have already signed up. There is also a link to the page along the top of our home page on our website.

# Attendance



|                                                                                                                                                                                   |       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>Reception</b>                                                                                                                                                                  | 88.75 |
|  <b>Year 1</b>  | 94.17 |
| <b>Year 2</b>                                                                                                                                                                     | 91.48 |
| <b>Year 3</b>                                                                                                                                                                     | 93.97 |
| <b>Year 4</b>                                                                                                                                                                     | 92.41 |
| <b>Year 5</b>                                                                                                                                                                     | 93.98 |
| <b>Year 6</b>                                                                                                                                                                     | 88.33 |

## Attendance Ladder

How close is your child to 100%?

|                                         |             |                |
|-----------------------------------------|-------------|----------------|
| 0 days off school                       | <b>100%</b> | Perfection     |
| Equates to 2 days off school each year  | <b>99%</b>  | Excellent      |
| Equates to 5 days off school each year  | <b>97%</b>  | Good           |
| Equates to 10 days off school each year | <b>95%</b>  | Slight Concern |
| Equates to 20 days off school each year | <b>90%</b>  | Concerned      |
| Equates to 30 days off school each year | <b>85%</b>  | Very Concerned |

# Reading at Brooklands

*We have a wonderful reading culture at Brooklands and celebrate this in lots of ways!*



**We have had some fantastic entries from families about what you are reading at home! Thank you SO much for sending these in...we love to see it! Keep them coming!**



Uma, who is in Reception, has shared that her current favourite book is 'Feelings' by Libby Walden and Richard Jones. Mum has shared that this is a gentle and beautifully illustrated book that explores the idea that feelings live inside our hearts and minds and can feel very big and overwhelming when we are young. It reassures children that all feelings are valid and that they shift and change, helping them to recognise and name what is happening inside them. It feels so appropriate for this younger age when emotions can be intense and hard to manage, and it has opened up some lovely conversations with her.

**Thank you SO much for sharing!**

**This week, we have focused on making sure every child in KS2 has the correct banded reading book for their fluency and comprehension level.**

**In Early Years and Ks1, children should bring home a book that is linked to their phonics level. They should be able to read this book to you.**

**Please encourage your child to read and record a comment in their reading records every day. Research shows that 10-15 minutes of reading every day is one of the biggest influences on a child's life.**

**School adults will be checking children's reading record books weekly, Please help them to remember to bring their books and reading records to school EVERY day**

**In EVERY class, children should bring home at least two books- one they can read to you and one they have chosen from their book corner for you to share with them- this will not necessarily be at their reading level, but it is to support a love of reading with their home adults and families . These books can be changed as often as the children like,**



# Ask-SEND parent/ carer advice line for children aged 2-5yrs with SEND



Ask-SEND is a reflective thinking space for parents and carers of children aged 2-5 years with special educational needs and disabilities. Families can book a telephone consultation to talk through concerns, ask questions, and explore next steps. Calls are supported by an Educational Psychologist, Health Visiting SEND Specialist, and Special Educational Needs Coordinator (SENCo), offering advice, reassurance and signposting to appropriate service.

**Greenwich 0 to 4**  
**Health Visiting Service**

Scan the QR  
code for the  
sign-up form.



  
**ROYAL** *borough of*  
**GREENWICH**

**YEAR 6 BAKE SALE**

*Let's eat*  
**CAKE!**

**Date: Friday, March 27**

**Time: 3:25PM**

**Payment: Cash or card**

**Year 6 are organising a fundraising event  
to support their end-of-year  
celebrations!**



# ONLINE SAFETY

## For Parents: WhatsApp Now Allows Under 13's

WhatsApp has been a significant concern for many schools, particularly chat groups where predominantly low level issues suddenly escalate. Last week, in another completely unexpected move, WhatsApp announced that children under 13 can now use WhatsApp via 'Parent-Managed Accounts'.

Essentially these are accounts set up by the parent on the child's device, but managed from the parents device. As well as no access to AI within WhatsApp and no ads there are parent management features which include:

- Contact management – parents can choose who can contact their child and which chat groups they can join. Children cannot join groups without parents approval. Messages from unknown contacts are sent to the parent first for approval.
- Activity notifications – parents can view their child's activity such as when a child adds a new contact or if disappearing messages are turned on. Parents will also be notified if their child blocks or reports a contact.

Link – [Introducing parent-managed accounts on WhatsApp](#).

Link – [How to set up a parent-managed account](#).

## Chrome Book usage...

**IS...**

**part of a range of teaching and learning approaches utilised at Brooklands**

**IS NOT...**

**a replacement of the teacher or adult in the classroom**

**provides opportunities for personalised, targeted learning, enabling the class teacher to focus support and identify next steps for all learners**

**IS...**

**subject to filtering and monitoring systems in school to block harmful content**

**at home must be supervised.**

**Inappropriate use (including accessing non-educational sites, over-use) will result in the device not going home.**

**IS...**

**deliberately chosen by the teacher to enhance the learning experience**

**IS NOT...**

**used in every lesson, replacing other subjects or key foundation skills including daily reading, writing and maths**

**IS...**

**monitored by leadership regularly to ensure usage is appropriate and having a positive impact on progress and engagement in learning**

**IS NOT...**

**a replacement for traditional teaching and learning approaches**

**We are currently working to enable a filtering and monitoring system similar to that at school for when devices are used at home to block harmful or inappropriate content. If you notice that your child is accessing something you are uncomfortable with, please reach out to your child's class teacher who can look at how to block this for all users.**

**Thank you for your continued support with keeping our children safe whilst they are online.**



Social media influencers are people who have established credibility in a specific industry and have the power to influence other people's decisions. Most commonly associated with YouTube and Instagram, 'influencers' will usually have a large number of followers and be viewed as authentic by their audience. It is for this reason that many influencers are often paid by big companies to promote their products in the hope of persuading their followers to purchase those goods.



# What parents need to know about SOCIAL PRESSURES LINKED TO 'INFLUENCERS'



## AN UNREALISTIC PERCEPTION OF BODY IMAGE

often depict themselves as having the 'perfect body' and are often paid to promote items such as health supplements or swimwear, which young people believe can help them achieve the same look. What is not always realised is that these images can be edited. Your child may feel like this is what they need to look like and in some cases, become obsessed with their body image, which could contribute towards a lower self-esteem or even becoming depressed if they can't achieve the same look.



## ENCOURAGING BAD HABITS

paid to advertise brands and their products, they will also post their own material online too, usually depicting their daily life or an activity for example. This may have both desirable and undesirable good habits, such as healthy eating, exercise or kindness. However it may also encourage children to adopt bad habits, such as drinking, smoking, swearing or even criminal behaviour, particularly if

these are seen to be endorsed by the influencer.

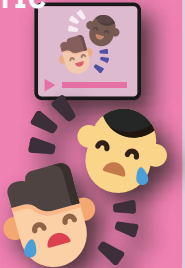


## AUTHENTICITY OF ENDORSEMENTS

Social media influencers hold a lot of persuasion with their audience and are often looked up to by younger followers. Many children will see them as credible, authentic and trust what they see online. However, some influencers may not always believe in the product they are promoting and therefore can mislead their followers, abusing their level of confidence in them. Your child may therefore find themselves looking up to people who are disingenuous or who feign interest in activities that they themselves do not actually care about.

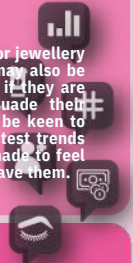
## BECOMING UNREALISTIC ROLE MODELS

As children become more and more involved on social media and identify who their favourite people are to follow, they are attracted by the lifestyle they see online. This could lead them into developing potentially unrealistic expectations of life and in some cases, using their role models as an escape from reality, particularly if they feel like they're own life isn't very fulfilling.



## THE NEED TO HAVE EVERYTHING

As children become more and more involved on social media and identify who their favourite people are to follow, they are attracted by the lifestyle they see online. This could lead them into developing potentially unrealistic expectations of life and in some cases, using their role models as an escape from reality, particularly if they feel like they're own life isn't very fulfilling.



## Safety Tips For Parents



### FOLLOW WHO THEY FOLLOW

Encourage your child to follow people who are first-hand who may be influencing your child to create your own social media account and follow the same people they do. This will give you a strong indication of what is shaping how your child behaves, what they like and what they are taking an interest in.



### TALK ABOUT ROLE MODELS

Role models can play an important part of your child's life, particularly outside of the home. Talk to your child about who they look up to and why. Remind them that not everybody online is who they seem to be and if you do have concerns that your child is being negatively influenced, work with them in finding more positive alternatives.

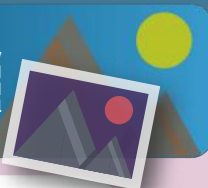
### BUILD THEIR SELF-ESTEEM

It's important that your child is aware of how unrealistic perceptions of life can be depicted on social media and that it is easy to be deceived. Discuss with your child how images can be manipulated and that often the lifestyle that people display on social media isn't always realistic or in fact the truth.



## DISCUSS REALISTIC VS UNREALISTIC EXPECTATIONS

If you notice your child has suddenly taken a strong interest in the way they look, or you find they are a lot more body conscious, then it's a good idea to speak to them about why they feel that way. If they seem unhappy, try to build their self-esteem by talking to them and praising their achievements. Remind them that what they see online is not everything and not everything they see online is actually a true depiction of real life.



## ENCOURAGE INDEPENDENT THINKING

Social media influencers can be quite powerful individuals who hold a lot of persuasive power so it's important to encourage your child to think independently about everything they see and engage with online. Talk to them about the dangers of blindly following others and in keeping an open mind when viewing content. Teach them to always question people's motives online, especially when they see individuals are promoting a brand or product which they are likely to have been paid to advertise but may not necessarily personally endorse.



## Meet our expert

Pete Badhis is a writer with over 10+ years in research and analysis. Working within a specialist area for West Yorkshire Police, Pete has contributed work which has been pivotal in writing a number of the expert for industry handbooks.



# STARS OF THE WEEK

|                  |                                                                                                                                                                                                      |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Nursery</b>   | Sylvie for being so resilient coming back to nursery and engaging in lots of activities. Well done Sylvie!                                                                                           |
| <b>Reception</b> | Elio – for your excellent questions and answers during our celebration learning this week<br>Meva – for all your help on our Eid learning this week                                                  |
| <b>Year 1</b>    | Daniel for hard work, neater handwriting and much improved behaviour for learning.<br>Eron for improved listening and engagement in class. You have also been working hard.                          |
| <b>Year 2</b>    | Artie, for really trying to expand his ideas when writing his narrative story in English<br>Metahan, for really trying hard in all areas of his learning and being involved in classroom discussions |
| <b>Year 3</b>    | Atlas-For always showing amazing independent writing and trying so hard in every lesson.<br>Selim-For always wanting to do his best and always trying harder in every lesson.                        |
| <b>Year 4</b>    | Grace – for always contributing to class discussions<br>Arthur – For some amazing work in Maths                                                                                                      |
| <b>Year 5</b>    | All of year 5 who have coped so well with a different teacher this week, Mr Jarvis. The children showed Brooklands values brilliantly- well done everyone!                                           |
| <b>Year 6</b>    | Julia – for her resilience and always trying her best with all learning.<br>Anja – for the effort and attention she puts into all pieces of work she completes.                                      |

**Wonderful Year 2 and Year 6 buddies getting some potting cups ready for our gardening project and sharing some stories together :)**



## GENTLE REMINDERS

A reminder that the gate opens for children and families at 8:30am. This is for families and children to socialise and network as well as giving children plenty of time to be on site in time. The classroom doors and main KS2 door opens at 8:40am and children need to be on site by 8:45am.

### Parents on site at the start of the day

Parents are expected to remain on site, with their children, until the classroom doors open. This is for health and safety and safeguarding reasons. If children come to school alone (Years 5 and 6), they are to remain in the Early Years playground to ensure they are in sight of the school staff.

### Mobile phones and smart watches

Children who walk to and from school are allowed to bring a mobile phone to school so they are able to inform parents they have arrived safely. However, mobile phones should not be used on site and so children are to take phones and smart watches to the office so they can be kept secure until they can be collected at the end of the day. Having these devices on and accessible during the school day poses a safeguarding risk, which we take very seriously. Please support the school in reminding children to only use their phones once they are off-site. Thank you.

### Appropriate clothing for school

We have had a few children coming to school recently in clothing that has not been appropriate for school e.g. costumes, restrictive clothing and loose footwear. We know that being a non-uniform school is a unique feature of Brooklands and we do not wish to prevent children from expressing their individuality. However, please ensure children are dressed in clothing that does not restrict movement and footwear that is secure. We have had a few accidents at playtime recently and this is something we are closely monitoring. We thank you for your support in this matter.

## This week at Brooklands...

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nursery   | <p>The weather has made a huge difference this week as we have spent the majority of our time in both of the nursery gardens. The children have enjoyed imaginative play with dinosaurs and cooking in the mud kitchen. They have explored natural resources and created portraits and shoes and socks have come off to enjoy the sand pit in the sun! We are starting to think about the transition into reception and our focus activities have reflected this.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Reception | <p>It has been another week of unpredictable weather, but the sun graced us with its presence and it has been a very busy week of learning Reception. The children began the week with a lovely visit from Sheldon the tortoise. They took part in a circle time of questions and answers and learnt some interesting facts about tortoises. Thanks Reggie for sharing Sheldon!</p> <p>The children also joined in with St Patrick's Day celebrations. They made 3D baskets and hats, played games and learnt about the celebration and what it means. They also learnt about the Islamic celebration of Eid and the period of Ramadan.</p> <p>To wrap up our Eid learning, the children enjoyed a lovely Eid party in the garden with food kindly provided by the Irfan and Ibrahimi families, which we are very grateful for. We hope the children enjoy their day off tomorrow.</p>                                                                                                                                                                                                         |
| Year 1    | <p>This week in Year 1 we have been busy bees learning in our subject lessons and within our different areas in our classroom provision. In Maths lessons, we have been finding out about measuring mass and exploring with pan balances to measure and compare the mass of objects using the appropriate language of heavy, light, heavier/ lighter than. During our English lessons this week we wrote speech bubbles to describe Cameroonian spinach soup! This learning supports and links to our Geography studies of Cameroon and how it compares to England and our DT lesson where we will be designing and making our own vegetable soup. We have enjoyed a warm and wonderful Forest school session and some painting outside of flowers/ plants in the style of Claude Monet. We also made some collage ponds and lily pads after observing and finding out about Claude Monet's paintings. We look forward to showcasing our learning and sharing our work with our parents on THURSDAY 26th in the afternoon for our Year 1 Big Outcome.</p>                                      |
| Year 2    | <p>Year 2 has enjoyed another learning-packed week! In English, the children have been busy creating and finalising their narrative stories, focusing on elevating their writing through the use of noun phrases, commas in a list, and apostrophes for possession. Our Maths sessions have focused on arrays, exploring how these visual tools can be used to deepen their understanding of both multiplication and division. In Science, the pupils had a wonderful time at Forest School with the weather getting warmer, providing a fantastic outdoor environment to consolidate their knowledge. Our history focus continued as we further explored the life of Mary Seacole, specifically looking at how we use primary and secondary evidence to understand the past. This linked beautifully with Art, where the children produced detailed observational drawings of the herbs Mary Seacole may have used in her healing. To round off the week, the class enjoyed another fun-filled session with their cricket coach, showing great sportsmanship and skill. Well done, Year 2</p> |
| Year 3    | <p>This week in Year 3, we have been busy across all subjects. In English, we completed writing our persuasive leaflets, exploring the key features and focusing on the beautiful location of Jausiers using expanded noun phrases. We also worked with our success criteria, concentrating on subordinating clauses, prepositions and time adverbials. In Maths, we finished our fractions topic, including placing fractions on number lines, completed our end-of-topic assessment, and began learning about mass and scales. In RE, we learned about the Prophet Muhammad (PBUH) and his importance to Muslims. In Geography, we explored fieldwork and its link to Roman settlements. In Science, we investigated magnets and electromagnets, focusing on electric forces. In PE, we played diamond cricket, which the children really enjoyed. Eid Mubarak to those who are celebrating.</p>                                                                                                                                                                                             |

## This week at Brooklands...in photos!

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 4 | <p>It has been an action-packed week of discovery and creativity in our classroom! In Maths, we have been mastering the relationship between improper fractions and mixed numbers, learning how to convert values, using visual models and division. Meanwhile, our English lessons have transported us back to the Viking age as we plan thrilling time-travel adventures; the children are focusing on enhancing their storytelling by using fronted adverbials to set the scene, expanded noun phrases to describe fierce warriors, and direct speech to bring their characters to life. Finally, in RE, we explored the Five Pillars of Islam, discussing how the practices of Shahadah, Salah, Zakat, Sawm, and Hajj provide a supportive framework for the faith and daily life of Muslims worldwide. We are so impressed with the focus and curiosity the students have shown across all these subjects!</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Year 5 | <p>In our topic work, we have been exploring the impact and legacy of the Ancient Egyptians and how their achievements continue to influence modern society today. We made links to both human and physical geography, considering how the environment shaped their civilisation and how their innovations still affect the way we live. In Maths, we have been developing our understanding of angles by estimating, classifying and identifying them in different contexts. The children have shown great determination when tackling new concepts and have been building their confidence well. In English, we have been writing diary entries, focusing on expressing thoughts and feelings in role. The children worked hard to include descriptive language and write from a clear perspective. In PE, we have been enjoying cricket and continuing to practise for our upcoming mini marathon. The children have demonstrated perseverance and a positive attitude, encouraging one another to keep going. In Art, we explored colour matching, carefully observing and recreating different shades. The children showed patience and attention to detail in their work. In PSHE, we learned about basic first aid, including how to put someone in the recovery position. The children approached this important life skill with maturity and focus. We have also been enjoying reading Pig Heart Boy at the end of each day, which has sparked thoughtful discussions and curiosity. Throughout the week, the children have shown excellent resilience, particularly when faced with challenges. They have kept trying, supported one another, and taken pride in their learning—something we are very proud to see. Well done, everyone!</p> |
| Year 6 | <p>This week in Year 6, we have focused on writing sentences for non-chronological reports inspired by the geographical systems of Ancient Greece. The children have been experimenting with both active and passive voice in their writing and exploring the use of semicolons to link related sentences. In Maths, we have begun our new topic on area and perimeter. We started by refreshing our understanding of how to calculate the area and perimeter of rectangles. In Geography, the children completed their challenge grids, recalling key information from this half term about Greek agriculture and settlements. This activity has helped reinforce their understanding of how ancient communities lived and organized their resources. In History, the children applied their research skills to create detailed fact files about Ancient Greek crime and punishment, exploring the legal systems and societal norms of the time. We finished the week by looking at the significance of religion in the local and wider communities.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |





@brooklands\_fob

friendsofbrooklands@gmail.com

Friday 6th March 2026



(Brooklands School PTA)

## Friends of Brooklands



### 2026 Events Calendar

**We have an exciting year of events planned  
to bring our school community together:**

#### **Friday 27th March**

Spring Treasure hunt

Run for the children by FOB & Yr6

~ Takes place during the school day ~

#### **Monday 20th April**

Friendsof Brooklands

Annual General Meeting (AGM)

- Everyone welcome -

BUFA building at school, 6pm

#### **Friday 24th April**

Spring Disco

KS1 3.30-4.15

KS2 4.45-5.45

(nursery will have a mini disco during the day)

#### **Saturday 4th July**

Summer Fair

At the School (time TBC)

All events are opportunities for families to connect,  
have fun, and support our school -  
we'd love to see you there!

**Please note that all events for children are free for  
families receiving Pupil Premium.**

If you want to send us your views, questions or would like to join the committee,  
please drop us an email [friendsofbrooklands@gmail.com](mailto:friendsofbrooklands@gmail.com) or ask your class rep.



Dear Parents and Carers, We are pleased to share that Powell Stars Ltd has once again been selected to work in partnership with The Felix Project to support our local community by distributing surplus food. We will be offering food parcels for families to collect on the following dates and times:

Collection Details: Date( **Thursday 2<sup>nd</sup> and 9<sup>th</sup> April** ):  
Time: { **Confirmation of time will be sent on Thursday 26<sup>th</sup> March**

Location: [**Brooklands primary School** ] Food is available free of charge.

We encourage all families who may benefit to come along and collect. Please bring a bag to carry your items. If you have any questions, feel free to contact us

**[info.powellstars@gmail.com](mailto:info.powellstars@gmail.com)**

Thank you for your continued support. Kind regards, Powell Stars Ltd



**BOOK HERE**

**@BROOKLANDS  
PRUIMARY  
SCHOOL**

LIVING

STREETS

LET'S  
WALK TO  
SCHOOL

2025/26

# WOW the WALK TO SCHOOL challenge

WALK WITH JOY

[livingstreets.org.uk/wowlaunch](https://livingstreets.org.uk/wowlaunch)

IMPROVE YOUR HEALTH,  
PROTECT THE PLANET,  
WALK TO SCHOOL WITH WOW

Get involved on social media: #WALKTOSCHOOL

X @LIVINGSTREETS



LIVINGSTREETSUK



LIVINGSTREETS

LivingStreets(ThePedestrians' Association)isaRegisteredCharityNo.1108448(EnglandandWales)andSC039808(Scotland),  
Company LimitedbyGuarantee(England&Wales),CompanyRegistrationNo.5368409.



This poster is produced with  
vegetable-based inks and  
made of material from well-managed  
FSC®-certified forests and  
from recycled materials.

Apply for Free School Meal eligibility  
You'll be helping the school with funding and  
may qualify for money for the holidays for  
your child too.



What have you got to lose?

If your child is eligible for 'free school meals' and you register them for this then the school will receive extra funding called 'pupil premium'. This is in addition to the funding we receive for your child towards meals. We use this extra money to improve the educational provision and resources at the school - which benefits your child's experience of school

Did you know that qualifying parents receive money from Greenwich each school holiday - got to be worth checking if you're eligible too, surely?

To check your eligibility using the checker system linked to local government go to this link:  
Entrust  
[https://apply.cloudforedu.org.uk/o\\_fsm/link2ict](https://apply.cloudforedu.org.uk/o_fsm/link2ict)

How do I check  
if my child is  
eligible?

Alternatively click on the QR Code  
which will take you to the website:



Or provide your NI Number and  
your date of birth, along with your  
child's details to the admin team  
and we'll do it for you!





Greenwich has a critical shortage of foster carers, which is significantly impacting our children's well-being and stability. When local children cannot be placed with Foster Carers near their existing support networks, they face additional emotional challenges. We are reaching out to educational professionals who understand these children's complex needs.

By becoming a foster carer, you can provide a nurturing and safe environment that keeps children connected to their schools, friends, and communities. You can still work and be a foster carer.

Our comprehensive support package includes 24-hour support, excellent training, mentoring, council tax exemption, a generous, competitive financial allowance, support groups, counselling services, the innovative Mockingbird Family Model, The Fostering Network membership, and a calendar of engaging events. Your commitment can change a young person's life trajectory – helping them feel secure, supported, and empowered during critical developmental years.

If you or anyone you know would be interested in speaking with us about starting your fostering journey, please don't hesitate to contact us via:

Email: [fostering-recruitment@royalgreenwich.gov.uk](mailto:fostering-recruitment@royalgreenwich.gov.uk)

Phone: 0800 052 1499





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