



**Friday 14<sup>th</sup> March 2025**

## **Headteachers report of the week**

**This term, our Primary learners delved into the fascinating world of geometry. They explored the properties of various shapes, learning about angles, sides and symmetry. The hands-on activities and interactive lessons made geometry fun and engaging for everyone!**

**Our space-themed activities took a delicious turn as learners made ‘moon bread.’ This creative project combined science and cooking, allowing learners to learn about space while baking their own tasty treats.**

**Inspired by the famous graffiti artist Banksy, learners used light pads to create their own street art. This activity encouraged creativity and self-expression, resulting in some truly impressive artwork.**

**Several objects went missing around school this week, as we wondered where they had disappeared to, something from outside caught our eyes. Learners with tape measures and the missing objects... As we watched on with curiosity, our very own ‘Woodlands solar system’ was born! This imaginative project helped learners understand the scale and structure of our solar system in a fun and interactive way as they themselves orbited the sun!**

**In history lessons, learners wrote diary entries imagining the lives of evacuees during wartime. They explored emotions and experiences of living in an air raid shelter, gaining a deeper understanding of history through creative writing.**

**Our budding chefs cooked up a storm, from chicken goujons to fresh tagliatelle with carbonara sauce and much more you will see as you read on through the newsletter.**

**Best Wishes**

**Jules**

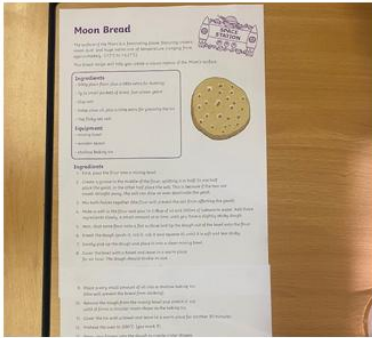


# Our maths unit in Primary is Geometry: properties of shape – Maddie N



Our topic this term is Space - we have done lots of space art using a variety of materials including clay.





We have made moon bread.



We made pancakes to celebrate pancake day



We learnt about the graffiti artist Banksy and did some graffiti art using a computer program to generate our design and used our new light pads to transfer our designs to canvas.

- Maddie N





Kody and Billy climbing at Moreton Corbett

Amazing child led art. Kody was inspired by his interest in mountain bikes and motorbikes and Bobby had a very clear vision for some abstract art, which he had great fun creating.

We usually play a game after breakfast and this morning Kody and Oscar opted for Twister.

- Maddie N





Acorns transformed the school into a miniature solar system!

They used everyday objects to represent the planets and measured the distances and sizes. A large gym ball to a grain of salt, illustrated the vast differences in planet sizes.



Learners orbited around a central sun, representing a planet and walking in circles around the Sun at different distances.



Moreton Corbett



Loving his best life at forest school  
- Debbie G



Ollie K has been working hard on the allotment, preparing beds (digging out beds, turning over, weeding and planting seedlings for the allotment)

- Linda

**1st September 1939**

**Dear Diary,**

Today I had to board a train to the countryside, Mother says I'm being evacuated to keep me safe from the war. I feel sad and happy, mixed feelings because I'm sad to be leaving but also happy I will be safe.

I like it here. I got off the bus and the house is black and white and quite small, not as good as I am used to back home, but its cosy. There is a man, a women, a young girl and a dog who live here, they're very nice. I walked up the creaking stairs and I found a massive bed and new clothes all for me. I felt very lucky.

I opened up the drawers at the bottom of the bed and found socks, underwear and a nice woolly jumper. I sat on the bed and thought about the things I am going to miss, a tear falls. Then I begin to think about the new life I will now have in the sanctuary of the countryside. I grabbed my suitcase off the cold, wooden floor and placed it on the bed. I opened it up and took out my gas mask box and placed it on my bedside table. I walked to the window and stared out at all the fields, cows and I noticed a big round metal thing sticking out the ground. So I went down the cold creepy stairs to take a closer look. It looked unclean and rotten so I asked my host family what it was. They explained to me it was a bunker to help protect us from air raids. I felt worried as I thought I had left all the drama behind me.

Tonight I went to bed scared. I lay in the bed staring at the ceiling pondering what would happen and if this war would ever end? Slowly, I faded away into a sleep and re-entered my own world...

- the heir of Shore family

In Shore we have been learning about evacuees and together the group worked on this diary entry of how an evacuee might be feeling and what they might see and experience. We would love to share it with you all!

- Magz

# Life in the Shelter

The loud sound of the air raid siren was deafening as it rang in my ears. I knew this meant I must find safety so I ran into the air raid shelter. I pushed my way through the crowds to find a seat so I could catch my breath as my heart was beating so much I thought it was about to beat out of my chest. I looked upon the hundreds of people whose faces were covered with fear just like my own and I wondered if I would live or die at this moment – were these safe?

Everyone was silent but their silence said so much. Hundreds of people together wondering if they would leave the bunker, if they would see their loved ones again and how long it would be until they could leave. Next, I heard the echoing rumbles of bombs exploding overhead, women and children screamed in fear as I stayed silent. I was frozen, frozen in fear, frozen in time....

Today Taylor and Kiean wrote this fabulous piece on life in an air raid shelter on how they might feel and think and what they might see in there.

- Magz



Shore group cut a chicken breast into goujon shapes, they then seasoned the coatings with herbs and spices using panko breadcrumbs. The learners were careful following food hygiene rules using the correct knife skills and coloured preparation board.

- Debbie J



Acorns 1 have been making chicken goujons in Food Tech this week with Deb! – Maddie E



Oaks 1 made their own dishes today, Scott made chicken goujons and used the deep fat fryer to cook them, they were delicious. Shannon made fresh Tagliatelle and Carbonara sauce, that was also very tasty.

- Debbie J





Oaks spent this morning making pizza, chocolate cake and brownies. Corey made the pizza with its own bread base. Leighton made a chocolate cake with a vanilla butter icing, Jodie made a chocolate brownie. All dishes were excellent quality and tasted delicious.

- Debbie J





# Career of the week

## 3D Printing Technician

3D printing technicians make different products, such as medical implants, car parts, aircraft parts or fashion accessories

**Average salary (a year):** £19,000 (starter) to £38,000 (experienced)

**Typical hours (a week):** 37 to 42 week (between 8am and 6pm, on a rota)

You can get into this job through:

### College

You could take a course in creative design, model making or engineering to help you to find a job.

Specific courses you could take to become a 3D printing technician include:

- Level 2 Certificate in Computer Aided Design
- Level 3 Award in 3D Computer Aided Design
- Level 3 Diploma in Engineering Technology
- T Level in Design and Development for Engineering and Manufacturing

### Entry requirements

You may need:

- 2 or more GCSEs at grades 9 to 3 (A\* to D), or equivalent, for a level 2 course
- 4 or 5 GCSEs at grades 9-4 (A\* to C), or equivalent, including English and maths for a T level

### Apprenticeship

Apprenticeships you could take to become a 3D printing technician include:

- Lean Manufacturing Operative Level 2 Intermediate Apprenticeship
- Digital Engineering Technician Level 3 Advanced Apprenticeship
- Engineering Technician Level 3 Advanced Apprenticeship

## Entry requirements

You'll usually need:

- some GCSEs, usually including English and maths, or equivalent, for an intermediate apprenticeship
- 5 GCSEs at grades 9 to 4 (A\* to C), or equivalent, including English and maths, for an advanced apprenticeship

## Work

You may be able to start as an assistant in a 3D printing workshop and train on the job to become a technician.

You'll find it helpful if you have some experience in manufacturing, model making, printing, technology or design.

## Skills and knowledge

You'll need:

- knowledge of manufacturing production and processes
- to be thorough and pay attention to detail
- knowledge of engineering science and technology
- the ability to operate and control equipment
- analytical thinking skills
- the ability to work well with others
- the ability to analyse quality or performance
- knowledge of maths
- to be able to use a computer and the main software packages confidently



## Day-to-day tasks

As a 3D printing technician you might:

- make digital models and prototypes based on a customer's needs
- operate 3D scanning and printing machines
- clean, sand, polish or apply finishes to products
- work out how much it will cost to create parts or products
- inspect products to check quality and pack them for delivery
- service and repair equipment

## Working environment

- You could work at a manufacturing plant, in a factory or at a research facility.
- Your working environment may be noisy.
- You may need to wear safety clothing and use safety equipment.

## Career progression

With experience you could:

- move into researching new 3D materials
- train to develop new 3D printing software and hardware
- specialise in a certain area of 3D printing, such as prosthetics or models
- train others in 3D printing techniques and methods



# Headteachers Awards





# Woodlands Shout Outs



- Shout out to Kieran who is a natural when it comes to creative writing!! – Magz
- Shout out to Tommy for asking for more work to further his knowledge in History – Magz
- Shout out to Kieran and Taylor for managing changes to their usual timetable very well – Helen
- Noah Hughes for always engaging positively in everything we do! – Maddie E
- Shout out for Shannon, positive engagement and determination. – Debbie J
- Shout out to Arran, Xander and Noah for their creativity and positive participation in their English lesson with Katie on Thursday - Schem



Woodlands school  
Part of the Marches Academy Trust



Woodlands school  
Part of the Marches Academy Trust

## *Easter Bingo*

Set your schedule and join us at

**Woodlands School**

**Thursday 10th April at 1.30pm**

Have fun with your family while playing bingo and  
winning cool prizes



## **Sending an Email to the Safeguarding Team**

**[safeguarding@wdl.mmat.co.uk](mailto:safeguarding@wdl.mmat.co.uk)**

- If you have any worries Parents/Carers or Students, please email the above address.
- Students, you can use your school accounts or personal email addresses.

## **Why not follow us on Facebook**

**<https://www.facebook.com/WoodlandsShropshire/>**

**Or**

**Take a look at our website!**

**[www.woodlands.school](http://www.woodlands.school)**

**Or**

**Join the conversation - We love hearing from you!  
Share your thoughts, questions, and suggestions  
with us.**

**[rachel.bates@wdl.mmat.co.uk](mailto:rachel.bates@wdl.mmat.co.uk)**

# SEND MEET & CHAT FAMILY DROP-IN

Hosted by Shropshire Early Help



Are you a parent or carer of a child with Special Educational Needs and Disabilities (SEND)? Join us for an informal drop-in session where you can ask questions, get advice, and explore the support available to you within Shropshire.

## Speak to a range of professionals who can help with:

- Education, health, and Care Plans (EHCPs)
- School support and advocacy
- Health and Wellbeing for children with SEND
- Social care and family support
- Mental health and emotional wellbeing
- Advice for navigating SEND challenges.

Each session will have different professionals available, so come along, have a chat and find the help you need!

### SUNFLOWER HOUSE

**Wednesday 26th February 2025**

10:00am-12:00pm

Sunflower house, Kendal Road,  
Shrewsbury, SY1 4ES

### BRIDGNORTH LIBRARY

**Tuesday 25th March 2025**

1:00pm-3:00pm

Bridgnorth Library, Listley Street,  
Town Centre, Bridgnorth, WV16 4AW

### OSWESTRY LIBRARY

**Wednesday 9th April 2025**

10:00am-12:30pm

Oswestry Library, Arthur St,  
Oswestry SY11 1JN

### LUDLOW YOUTH CENTRE

**Wednesday 30th April 2025**

1:30pm-3:00pm

Ludlow Youth Centre, 65 Galdeford  
Road, Ludlow, SY8 1RT



## HAVE YOUR SAY!

Scan the QR code to suggest topics and activities for future drop-in sessions.



The Spring 2025 issue of the Family Grapevine is out now and is available online, for free, at <https://thefamilygrapevine.co.uk/shrewsbury-telford/magazine/the-shrewsbury-telford-family-grapevine-spring-2025/>.

# Understanding your child

## From toddler to teen

- Would you like to know more about your child's development?
- Do you need help and support to understand your child's behaviour?
- Would you like a chance to meet with other parents and carers with children of a similar age?

Join us for one of our free virtual or face-to-face groups, our next groups start:

Understanding Your Child Group 29<sup>th</sup> April 2025 from 9.15am to 11.15am at Crowmoor Primary School, Shrewsbury

Understanding Your Child Group 30<sup>th</sup> April 2025 from 9.00am to 11.00am at Clee Hill Community Primary School

Understanding Your Child SEND Group 30<sup>th</sup> April 2025 from 12.30pm to 2.30pm at Shrewsbury TBA

Understanding Your Child Group 30<sup>th</sup> April 2025 from 12.45pm to 2.45pm at Belvidere Primary School, Shrewsbury

Understanding Your Child Group 1<sup>st</sup> May 2025 from 09.30am to 11.30am at Highley Community Primary School

Understanding Your Child Group 1<sup>st</sup> May 2025 from 09.30am to 11.30am Virtually via MS Teams

Understanding Your Child Group 1<sup>st</sup> May 2025 from 1.00pm to 3.00pm at St Lucia CofE Primary School, Upton Magna

Understanding Your Child SEND Group 2<sup>nd</sup> May 2025 from 09.30am to 11.30am Virtually via MS Teams

Understanding Your Child Group 2<sup>nd</sup> May 2025 from 1.15pm to 3.15pm at Christ Church CofE Primary School, Cressage

All our groups run for 10 weeks from the start date excluding the School Holidays.

SEND groups are for parents/carers of Children who might have special educational needs and disabilities, no formal diagnosis is needed to attend the groups.

To book a place email  
[Parenting.team@shropshire.gov.uk](mailto:Parenting.team@shropshire.gov.uk)  
or call 01743 250950

Find more free online courses at:  
[inourplace.co.uk/shropshire](http://inourplace.co.uk/shropshire)

Find a list of  
local groups  
here



# Shropshire Parenting Help and Support Line

**01743 250950**

Mon - Thurs, 9.30am - 4.30pm  
Fri, 9.30am - 3.30pm

No judgment, just support.



Find out  
more here



# Does your child struggle with their Sleep?

## Free Sleep Tight Groups

Join us on one of our virtual or face-to-face groups which run for 5 weeks and:

- Find out why sleep is important for our health and emotional wellbeing
- Get support to help improve sleep and bedtime routines Meet
- other parents/carers to share and discuss experiences Our next groups start:

**Sleep Tight SEND Monday 9<sup>th</sup> June 2025 from 12.45pm to 2.45pm**

**Virtually Via MS Teams or**

**Sleep Tight Monday 16<sup>th</sup> June 2025 from 9.15am to 11.15am**

**Virtually via MS Teams**

*SEND groups are for parents/carers of children who might have special educational needs and disabilities, no formal diagnosis is needed to attend the groups.*

To book a place email [Parenting.team@shropshire.gov.uk](mailto:Parenting.team@shropshire.gov.uk) or call 01743 250950

Find out  
more here





**COFFEE MEET-UP**  
**0930 AT WEM TOWN HALL**  
**(FIND US IN THE GALLERY)**

Friday 17th January  
Monday 3rd February  
Friday 28th February  
Monday 17th March  
Friday 11th April



Are you a parent carer or a young person with a diagnosis or special needs or learning differences, with or without a diagnoses.

Join us for a cuppa, company and chat with others experiencing a similar journal.



@Wem SEN Hub

# What Parents & Educators Need to Know about ROBLOX

AGE RESTRICTION  
PEGI  
7

Roblox is one of the most popular video games among children. In 2020, the game's developers claimed that more than half of the USA's children had played it. As a 'sandbox' title, the game lets players create their own gaming experiences with Roblox Studio to build custom levels, which can then be shared online.

## WHAT ARE THE RISKS?

### ONLINE PLAY RISKS

Because Roblox connects random players across the world, it can put younger players into an environment with anonymous users who could use the platform for nefarious reasons. For example, some role-play games are used for online dates and mature role play, which could expose youngsters to inappropriate messages in the public chat box.

### MATURE CONTENT

Content is difficult to moderate throughout Roblox, due to the number of games available. This is particularly notable on smaller games and experiences, but in summary, some of the games and experiences offered on the platform contain age-inappropriate content that could easily be seen by young players.

### IN-GAME SPENDING

The majority of games within Roblox have extensive monetisation options, usually through season passes or microtransactions. Purchases can range in value from a few pennies up to much larger sums of money. While some games offer a lot of content via purchases, others can offer very little for real world money, causing younger players to end up out of pocket.

### ANONYMOUS PLAYERS

The anonymity of users can leave players vulnerable to bullying, harassment, and predatory behaviour. Without the right parental controls or monitoring, users can connect with each other via personal messages or friend requests, and it is very difficult to know who's behind a username in this vast online world.

### RISK OF ADDICTION

Roblox games can feature rewarding or satisfying mechanics that keep players coming back – or persuade them to stay logged-in for much longer. Like most games, they focus on interactivity, with constant rewards via in-game unlocks and currencies, which can sometimes lead to an addictive need to remain online for long periods of time.

### SCAMS

Many of the games on Roblox feature collectible items, pets, or characters. These objects, while digital, are worth a lot of real money on certain online markets. Scammers will attempt to trade with younger users in the hopes of getting rare items that can be sold for real money, manipulating the child into handing them over, usually via misleading information.

## Advice for Parents & Educators

### MONITOR THE CONTENT

While Roblox does implement plenty of moderation tools and parental controls, it's up to parents and guardians to monitor the types of games a child or impressionable player is experiencing. If a youngster wants to play Roblox, be sure to check out which specific games they want to play within it, and get a good idea of their content.

### TAKE ADVANTAGE OF TOOLS

Use the parental controls within the game itself and teach youngsters how to report and block other players. Knowing the powers within their reach will make Roblox a safer, happier experience. You can set age ranges for who's allowed to contact you, close public chat boxes, block spending, and even make your Roblox profile completely private. All these options are helpful in cutting off bad actors from engaging with children.

### PLAY TOGETHER

Consider playing Roblox with the children in your care. There are few more effective ways to see how monetisation works, gauge whether the game could lead to addictive behaviours, or even witness how interaction between players works, than sitting down and trying the game for yourself. This should help you figure out whether it's suitable for particular children.

### TEACH ONLINE BEHAVIOURS

Have an open conversation about the risks of online play and how to spend money wisely. By being honest and giving tips on how a younger user can protect themselves, you can empower them to not only take care of themselves, but others too. Any user can be reported to Roblox moderators by other players for behaving inappropriately. With this knowledge, younger players can be aware of what to look for and help prevent it.

## Meet Our Expert

Dan Lipscombe is a videogame journalist and author of over 20 books on gaming, including books on Minecraft, Fortnite, Roblox, and more. For 15 years he has been writing about his passion for gaming. When he's not playing games, he's talking about them at GAMINGbible.



#WakeUpWednesday

The National College