



# BEECH HILL NEWS

Friday 8th May



## Year 2 Visit to Jamia Madni Mosque

Year 2 had a wonderful visit to Jamia Madni Mosque.

The children enjoyed exploring the different features of the mosque and learnt about the Five Pillars of Islam. They were particularly interested in finding out about the community fridge and the many ways the mosque supports and helps the local community.

The mosque leader was very impressed with the children's excellent behavior - well done year 2!



## Year 1 Trip to Yorkshire Wildlife Park

Our year 1 trip to Yorkshire Wildlife Park was a wonderful success! The children behaved fantastically throughout the day, and it was a joy to see their excited faces as they explored the park.

We were lucky enough to get some amazing close-up views of a variety of animals, including zebras, giraffes and even polar bears, which the children absolutely loved. It was a truly memorable experience and a fantastic opportunity for learning outside the classroom.

The children were a credit to the school and made us all very proud. It really was a wonderful day!



## Sir David Attenborough Turns 100

You may be aware that it is Sir David Attenborough's 100th birthday today (Friday, 8<sup>th</sup> May). In order to celebrate this momentous milestone, some children at Beech Hill are taking part in the Sir David Attenborough after school club.

As part of this club, we have been learning about Sir David Attenborough and viewing some of his famous documentaries. We completed some research about his favourite animal and plant and discovered that one of his favourite animals is the Priams Birdwing Butterfly and one of his favourite plants is the pitcher plant. Therefore, we used these when creating a birthday card for him. We created some beautiful images and made a special collage card for him.

We are looking forward to learning more about his documentary style and want to have a go at creating our own documentaries later on in the club.



## Year 5 Ancient Greek Day

This week, year 5 took part in an exciting Ancient Greek workshop.

The children dressed up in traditional Ancient Greek clothing and explored Greek history through stories about the Trojan Wars, Athens and Sparta, and Alexander the Great. During the day, the children enjoyed an interactive quiz, solved the Syntomachion teamwork puzzle, and played Petteia, an Ancient Greek board game. They also learned about Greek weapons and warfare. The day ended with the children competing in their very own Olympic Games competition. It was a very close contest, but Athens (Singapore) were crowned the winners!

The children loved the workshop, were extremely well behaved throughout the day, and represented the school brilliantly.



## 'Our Chance to Dance' Festival at The Crossley Heath School

Well done to our dance group who performed as part of the Nurturing Creativity event last Thursday. They worked really hard with their coach, Lily, in order to prepare for the festival. The girls showcased an amazing Samba dance which was really upbeat and had the audience clapping along and being highly entertained.

Thank you very much to Miss Rakha and Mrs Tanya for supporting the children with this event and to all the families who attended. It was a wonderful evening.



## Attendance Update

(From 27.04.2026 to 01.05.2026)

Class	%
Halifax 1	97%
Halifax 2	88%
Halifax 3	98.89%
Northern Ireland	97.6%
Scotland	98.52%
Wales	98.08%
Denmark	98.1%
France	92.86%
Switzerland	93.81%
Canada	98.67%
Mexico	95.33%
Egypt	96.43%
Nigeria	98.57%
South Africa	98.89%
China	94.67%
Japan	98%
Singapore	90%
Australia	97.24%
New Zealand	98.67%
<b>Total</b>	<b>96.2%</b>

## "Quote of the Week"

Share your smile  
with the world. It's a  
symbol of friendship  
and peace.

✧

CHRISTIE BRINKLEY

GH

## House Points

The following children have received their **bronze** award for achieving **50** house points:

Laken J

## House Points

The following children have received their **silver** award for achieving **100** house points:

Belasan A  
Gabriel F  
Mhd Osman  
Adam S  
Maleeha W

Rayan I  
Abubakr N  
Umayah S  
Hirrah F  
Darin S

David O  
Aarav D  
Noor A  
Keyan A-H  
Haniya A

## House Points

The following children have received their **gold** award for achieving **200** house points:

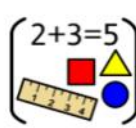
Shrayan K  
Karamnisha D  
Sara P  
Othman O

## House Points

The following children have received their **platinum** award for achieving **300** house points:

Adwaith R C

Well done everyone. Keep up the hard work!



On **Friday 15<sup>th</sup> May**, we will be holding a STEM (science, technology, engineering and mathematics) family workshop at **9:00am**.

In the hall, there will be a range of fun activities on offer for you to take part in with your child. There are limited spaces, so places will be taken on a first-come-first-served basis.

If you would like to attend, **please sign up using the online parent booking system**. It will go live on **Friday 1<sup>st</sup> May at 8:00am**. If you have any questions, please contact the school office.

Thank you for your continued support.



The following children have received their TT Rockstars Gone Green Certificates:

### **Year 4**

Malaika N (South Africa)  
Morgan N (Nigeria)

Keep up the good work. Well done!

# Weekly Online Safety Information

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](http://nationalcollege.com).

## 10 Top Tips for Parents and Educators HELPING NEURODIVERGENT CHILDREN NAVIGATE THE ONLINE WORLD

Neurodivergent people tend to be early adopters of technology, and many influential innovators in this space are neurodivergent themselves. It's therefore likely that a neurodivergent child or young person may be drawn to the online world from an early age. This isn't a concern in itself, but understanding both the benefits and potential risks is essential. Here are ten key considerations to support safe and positive online experiences for neurodivergent children.

### 1 TREAT ONLINE LIKE THE REAL WORLD

You wouldn't allow a child to cross a road without guidance – you'd hold their hand, use a pedestrian crossing, and model safe behaviour. In the same way, a neurodivergent child's first experiences online should be supported by an adult who can guide and explain safe and responsible digital behaviour to them from the outset.

### 2 MODEL RESPONSIBLE USE

Children learn from what they see. Show all children, regardless of neurotype, what responsible internet use looks like. Reflect on your own use of social media and AI. Consider how often you use them and your own understanding of these platforms. Talk openly about when and why you use these tools, helping all children develop a balanced and informed approach.

### 3 KNOW YOUR LIMITS

Current government guidance suggests no solo screen use below the age of two, with a maximum of one hour per day for two- to five-year-olds. Screen time can support communication and connection when shared with an adult. However, passive watching can affect neurodivergent children's attention and language skills. Focus on the type of content they watch, encouraging slower-paced and meaningful material rather than fast-paced, overstimulating content.

### 4 CONSIDER AGES AND STAGES

For older children and teenagers, agreed limits are important. Screen time can be beneficial, but it should form part of a balanced lifestyle. Neurodivergent children may find online communication easier than real-world conversation, supporting their social interaction. However, it shouldn't be their only option. Encourage a range of activities, including creative play, physical exercise, and opportunities for real-world connections.

### 5 KEEP CONVERSATIONS OPEN

Discussions about online safety should begin early and continue as children grow. However, neurodivergent children may worry about getting things wrong or being misunderstood, meaning these kinds of conversations should feel open and fair, rather than like a lecture. If a child encounters a problem – such as a scam or inappropriate content – they need to feel able to speak to a trusted adult without fear of judgement or embarrassment.

### 6 BUILD YOUR KNOWLEDGE

You aren't expected to be an expert, but it's important to stay informed about the platforms, games, or apps neurodivergent children use in order to provide practical support. Social media platforms have age limits, and many apps and games offer parental settings that can control access. Schools and families should work together to understand these tools, helping neurodivergent children use them safely while keeping up to date with new features and changes.

### 7 SET CLEAR BOUNDARIES

Children and young people often know more about current technology than adults, meaning it's important to recognise that controls may be bypassed. Clear, predictable boundaries should be used, based on trust and consistency. Involving children in discussions that affect them helps them feel heard. This is particularly important for neurodivergent children, who may respond strongly to perceived unfairness.

### 8 UNDERSTAND AI CONTENT

The internet now includes large amounts of AI-generated content, including images, videos, and stories. These can be difficult to identify. Children should be encouraged to question what they see and check the information using trusted sources. Neurodivergent children may interpret content literally, meaning adult guidance is important in helping them recognise what's real and reliable – and what isn't.

### 9 EXPLAIN AI LIMITATIONS

AI isn't the same as a search engine. It generates responses based on prompts and patterns, and its accuracy depends on how it's used. Sometimes, it produces incorrect or unrealistic information, known as 'hallucinations'. Both adults and children need to understand this and learn how to check information carefully using reliable and trusted sources.

### 10 CLARIFY AI RELATIONSHIPS

AI can feel conversational and personal, but it's not capable of real relationships. It learns from patterns in user input rather than human understanding. Some neurodivergent children may experience a sense of connection with AI chatbots, particularly if they find social situations challenging. It's therefore important to explain that these are simulated conversations and aren't a substitute for real, human relationships.

### Meet Our Expert

Catrina Lowri is a neurodivergent former SENCO and Advisory Teacher who works with nurseries, schools, colleges, and businesses to improve inclusion for neurodivergent people. She is the Founder and Director of Neuroteachers and the author of "The Other 29 – How Supporting Your Neurodivergent Learner Can Improve Teaching and Learning for the Whole Class".



#WakeUpWednesday

The National College

See full reference list on our website

@wake\_up\_weds

/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 06.05.2026

Calderdale Cancer Aware

# Awareness Session

Short 45-minute gentle introduction to the topic of cancer.

A positive and interactive session for all to embrace.

Can be delivered in local languages.

If this is something you feel you would be interested in, please contact the school office on 01422 345004.



## Dear Parents and Carers,

We have recently been approached by Halifax Opportunities Trust who are keen to deliver a workshop focused on cancer awareness for parents and carers. This session would aim to provide helpful information, guidance and support around an important and sensitive topic.

Before arranging a session in school, we would like to gauge the level of interest within our community. If you feel that you would benefit from attending this workshop, please let us know by registering your interest with us. You can do this by contacting the school office on 01422 345004.

Please note that the workshop will only go ahead if there is sufficient interest. Thank you for your continued support.



**What we cover in a session:**

- Signs and symptoms
- National screening programs
- Where you can get support

## Dinner Menu from Monday 11th May

If you require an allergy list please email [kitchen@beechhillschool.co.uk](mailto:kitchen@beechhillschool.co.uk)

2	Monday	Tuesday	Wednesday	Thursday	Friday
Hot Meal Option	Chicken Burger 5, 12 (served in a bun 5, 14 with lettuce & Mayo 12)	Butter Chicken Rice	Fish Bites 2, 5	Roast Chicken Dinner Gravy	Pizza 5, 10 (various toppings - margherita/vegetable/spicy beef)
	Quorn Dippers 5	Vegan Hot Dog 4, 5, 8 bun 5, 14	Macaroni Cheese 5, 10 Dough Balls 5	Quorn Sausage 5	Vegetable Biryani
Vegetables	Chips Beans	Potato Puffs Peas Broccoli	Wedges Peas & Sweetcorn	Roast Potatoes Broccoli Carrots	Chips Beans
Served Daily	Jacket Potatoes with various fillings Salad Bar Selection of Sandwiches Fresh Fruit, Yoghurts & Fruit Cocktail				
Dessert	Selection of Fresh Fruit or Choobs 10	Sponge and Custard 5, 10, 12	Iced Cake 5, 10, 12	Sponge and Custard 5, 10, 12	Chocolate Milkshake 10 & Cookie 5, 10, 12
	Assorted Ice Cream 10	Raspberry Jelly	Meringue Nests 10, 12	Angel Delight 10	Assorted Ice Cream 10



# Gold Book Nominations



**Mount Pleasant** - Mohammed-Deen A for enjoying mark making and being able to draw a line, circle and zig zag.

**Halifax 1** - Haniya Z for gaining in confidence and doing great talking.

**Northern Ireland** - Muhammad Z for showing all the Beech Hill values whilst on our recent trip to Yorkshire Wildlife Park and being so appreciative throughout the full day.

**Wales** - Isa H for being an absolute superstar during our trip to the Yorkshire Wildlife Park!

**Scotland** - Forat I for settling into school really well over the past few months. At Yorkshire Wildlife Park this week, his behaviour, excitement and use of vocabulary were fantastic, especially how he linked animals to characters from our class book.

**Denmark** - Yusuf M for being really intrigued about our mosque trip and asking lots of questions.

**Switzerland** - Zidaan Y for his brilliant work in science.

**Canada** - Muhammed S for having a mature attitude and working hard in all lessons this week!

**Mexico** - Sarim A for a much improved turnaround in his behaviour and working hard in reading comprehension.

**Egypt** - Hussein M for showing great perseverance this week and working hard to improve his writing.

**China** - Musa B for showing real effort in English, taking on feedback and being thorough in maths with his independent work.

**Japan** - Aaria K for putting in lots of effort during our Greek Day. She dressed up in an excellent costume, completed research about her Greek character and got fully involved in all of the activities including the Olympic Games competition.

**Singapore** - Fezaan S for his enthusiasm and interest in the Ancient Greek workshop!

**New Zealand** - Hassan K for having determination when completing SATs revision this week.

**New Zealand** - Muskaan S for fabulous scores in our practice SATs papers this week.

