

CPS Newsletter

27th March 2026



A message from Mr Kilsby

One of the central pillars of our approach to promoting the pupils' personal development, is our Community Outreach Programme. We designed this over five years ago, with the aim of instilling in the children the values of decency and selflessness, along with making them aware of the power of community. In essence, it requires each child to work alongside their classmates and year group, on a time-defined project with a third-party group or organisation; who, in many cases, are supporting some of the most vulnerable members of our society.

It is a fantastic project, and one that I am proud to say, shows the school and its children in a superb light.

Given the sensitive nature of the work undertaken by a number of the groups we support, it requires a degree of maturity, empathy and emotional intelligence, which serves as a powerful life lesson for our children, and one which I am always amazed at how well they absorb. This is in no small part, as a result of the carefully considered approach taken by the teachers and supporting adults when delivering the Community Outreach sessions.

So that you are aware, the projects that are currently running across the school, involve EYFS children maintaining the bird feeders we have on the school site, and growing sunflowers, which they will then distribute to members of the village community, Year 1/2 children have been working with Cottenham Court Care Home and have visited the residents to sing carols at Christmas; as well as making Easter cards which they delivered this week (see photo above), along with some plants and pots; all of which were supplied through generous donations from Oakington and Scotsdales garden centres, members of staff and one of our kind families.

Year 3 children are working with Cottenham Lunch Club, who provide lunches for the community at their centre in Coolidge Gardens. Members of the group have come into school and shared their own experiences of primary school, which were somewhat different to those of today! Year 4 will shortly be undertaking a project with the Ely Foodbank; and Year 5 children have written letters to the pre-school children of the village, introducing themselves ahead of being their Year 6 Community Mentors next year. Finally, as I'm sure you will have noticed this week, Year 6 children are working with Arthur Rank Hospice Charity, and are helping to raise funds for this amazing organisation by selling Easter chicks.

As ever, if you have any thoughts or suggestions about how we can develop the Community Outreach Programme, please do not hesitate to let us know.

Tier 2 Vocabulary

Please be aware that the following Tier 2 vocabulary is currently being shared and taught across the school:

EYFS	Whispered; Squeaked; Suddenly; Strange; Trampled; Squabbled; Munch; Giggle; Cheerful; Exhausted
Year 1	Brave; Surprised; Depart
Year 2	Conqueror; Heir; Defeated
Year 3	Bleak; Furious; Insignificant; Threatening
Year 4	Assume, Potential, Sensation
Year 5/6	Transported; Trembled; Hammered; Spun Imposter; Virtue; Triumph

Coming up...

- 26th March: End of Spring Term
- 13th April: Summer Term begins
- 22nd April: Year 6 Hilltop Parents Information Evening (6pm)
- 24th April: The Skipping Ninja visiting CPS
- 28th April: EYFS trip to Church Farm
- 4th May: May Bank Holiday
- 11th May: Year 6 SATs Week
- 18th May: Year 3 Viking Play (2:15pm)
- 18th May: School Class Photos
- 25th May: Half Term Week
- 1st June: Year 6 Activities Week
- 3rd June: Year 6 Hilltop Residential
- 11th June: Year 3 Wicken Fen Trip
- 15th June: Life Education Bus Visit
- 16th June: Year 1/2 Botanic Garden Visit (1)
- 17th June: Year 1/2 Botanic Garden Visit (2)
- 29th June: Year 6 Bikeability Week
- 2nd July: Year 5 Grafham Water Trip (Day 1)
- 3rd July: Year 5 Grafham Water Trip (Day 2)
- 3rd July: Year 3/4 Sports Day (9:00am) and EYFS Sports Day (1:30pm)
- 6th July: Year 5/6 Sports Day (9:00am)
- 9th July: Year 1/2 Sports Day (9:00am)
- 14th July: Year 6 Visit to CVC
- 16th July: End of Summer Term (2pm)

Parking

Another plea for those of you who drive your children to school to park considerately. We had a phone call from a local resident because a CPS parent had parked their car across his driveway, thus blocking his car in.

Also, please do not to use the layby outside the school to drop your child off.

Assembly Music

Recent music in assemblies has included: "Let Me Down Easy" by Bettye LeVette; "Walkaway" by Cast; "Sit Down" by James; and "Stop Crying Your Heart Out" by Oasis.



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ASHYAC
Art Society presents Huntingdonshire
Young Artists Competition 2026

**Chair of Judges
Winner
for Primary**

We are proud to present this certificate to:

Nathan Adeleye

This is to certify that your artwork was selected for the exhibition in the 2026 ASHYAC Competition.

Hosted by St Ivo Academy
Sponsored by Huntingdonshire Art Society




Guide to managing children's screen time

internet matters.org

Effect on behaviour

Constant use of a device and features like auto-play on platforms can be habit forming and encourage children be spend longer on screens



Effect on sleep

Blue light from phones can trick the brain into thinking it's still daylight making it difficult to sleep

Effect on the brain

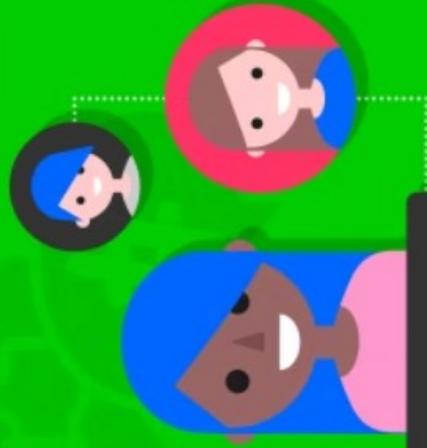
Screens can have a drug-like effect on the children's brains which can make them more anxious

It can make children more forgetful as they rely on things like Google, GPS and calendar alerts to look up information



What are the benefits?

- Gives children access to a **wealth of information** to build their knowledge
- **Technology takes away physical barriers** to social connections to make children less isolated
- Exposure to tech has proven to **improve children's learning** and development
- Online games and activities **enhance teamwork and creativity**



10 tips to get in control with your child's screen time

1. **Set a good example** with your own device use
2. Have **discussions about the risks** that they may face based on their online activities
3. Put in place a **family agreement** and agree an appropriate length of time they can use their device
4. **Help them build critical thinking** to understand that some features on platforms are design to keep you watching or playing
5. Encourage them to **switch off auto-play** on platform to remove the temptation to binge on programmes
6. **Use tech tools** and parental control to manage the time they spend online and the apps they use
7. Get the **whole family to unplug** and create 'screen free' zones at home
8. Together find apps, site and games that will help children **explore their passions** and make screen time active
9. For younger children find ways to **combine touch screen use** with creative and active play
10. **Encourage children to self-regulate** the time they spend online and the activity they do to ensure they are having a positive impact on their wellbeing

