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Headteacher: Mr Dan Glentworth  
BEd (Hons)



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Preston Primary Academy Trust

Friday 24<sup>th</sup> October 2025

## Newsletter Autumn 1 - 2025

Dear Parents and Carers,

We've had an exciting and energetic start to the school year, and I'm incredibly proud of how well our children have returned - focused, enthusiastic and ready to learn. With the support of our dedicated staff, the first half of the autumn term has been packed with enriching experiences. From celebrating European Day of Languages and raising awareness on Cerebral Palsy Day, to cross-country running at local venues and football tournaments, our pupils have embraced every opportunity. Family Learning sessions have launched with an amazing turnout from parents, and special events like Careers Day and World Mental Health Day have added even more depth to our curriculum. A heartfelt thank you to our staff and families for their continued support in making all this possible.



As we begin the second half of the autumn term, please ensure your child arrives on time each morning, dressed in the correct school uniform and ready to learn. Good attendance is key to their progress, so if your child is unwell and unable to attend, do let the school office know as soon as possible. We also kindly ask that you book school lunches, breakfast club, and after-school care in advance to help us plan effectively.

A quick reminder, if you are a parent of a child in Year 6, don't forget that the closing date for secondary school applications is **Friday 31<sup>st</sup> October 2025**. Click on the following link to take you to the council's webpage. <https://www.somerset.gov.uk/children-families-and-education/applying-for-school/starting-at-a-secondary-or-upper-school-in-september/>

Finally, I would like to wish you all a very safe and healthy half-term and I look forward to seeing everyone back in school on Monday 3<sup>rd</sup> November 2025.

With best wishes,

Mr Daniel Glentworth  
Head Teacher



Please remember to be careful and considerate when parking around the school; we want to keep our children and families safe. Please also be respectful of residents' drives and gardens. Thank you.



## European Day of Languages

On Thursday 25th September, Kingfisher marked the European Day of Languages with a vibrant and engaging programme led by Mrs Farnell. Classes were paired together to explore a shared language and culture, creating a collaborative and enriching experience across the school. Reception & Year 1 focused on France; diving into its language, cuisine, geography, and traditions. Year 2 and Year 6 explored the richness of German culture, while Year 2 and Year 4 discovered the sights, sounds, and flavours of Italy. Children in LKDN and Year 5 learned about Spain. The day offered a fantastic opportunity for pupils to broaden their cultural horizons and develop a deeper appreciation for linguistic diversity.



## World Mental Health Day 2025

Kingfisher turned yellow in support of World Mental Health Day, with the whole school coming together to raise awareness of mental wellbeing. Pupils and staff embraced the occasion through a variety of thoughtful activities and creative expressions. The day began with a powerful assembly led by Mrs Musgrave, who spoke about the importance of looking after our mental health, how it connects to physical wellbeing, and what we can do when we're struggling.



Staff wellbeing was also a key focus, with Mrs Streetin going above and beyond to ensure that adults in school felt supported and valued. Along with our brilliant PTA, who supplied a huge sweet and chocolate hamper, her efforts helped foster a positive and caring atmosphere for everyone, reinforcing the message that mental health matters for all members of our school community.



## Absence



On the occasion that your child is unable to attend school due to illness, please telephone the school office by 9.15am to let us know if your child is not going to be in school. This is essential for safeguarding and also to cancel school lunches.

## Harvest Festival

On the first Friday of October, we held our annual Harvest assembly. As in previous years, the generosity of our families was remarkable with a total of 420 items being donated to The Lord's Larder, who were deeply appreciative of the support. Each class contributed by sharing a poem, and the hall was filled with enthusiastic singing of traditional harvest songs. This time of year, offers our children a valuable moment to reflect on the everyday things we often overlook. During the assembly, we considered the vital roles played by farmers, delivery drivers, and retail staff in bringing food to our tables.



## Cerebral Palsy Day

On World Cerebral Palsy Day, Kingfisher pupils wore green and took part in learning activities to deepen their understanding of Cerebral Palsy. We were honoured to welcome Connor Hyde, a cricketer from Somerset Disabled Cricket Club, who shared his inspiring story with the children. Connor spoke about his remarkable achievements in cricket and running, as well as the challenges he faced growing up with Cerebral Palsy. His visit offered a powerful message about resilience, determination, and the importance of inclusion.



## Cross Country Running

Our cross-country team has been active and enthusiastic throughout this half-term, with Mrs Worley leading the children to several competitive events across Yeovil. We're proud to celebrate some strong showings of top 20 placements across various age groups. A huge well done to all the children who have taken part; their dedication and team spirit have been fantastic. While we haven't had an overall winner just yet this season, the progress and participation have been truly encouraging.



## PE Kit Reminder



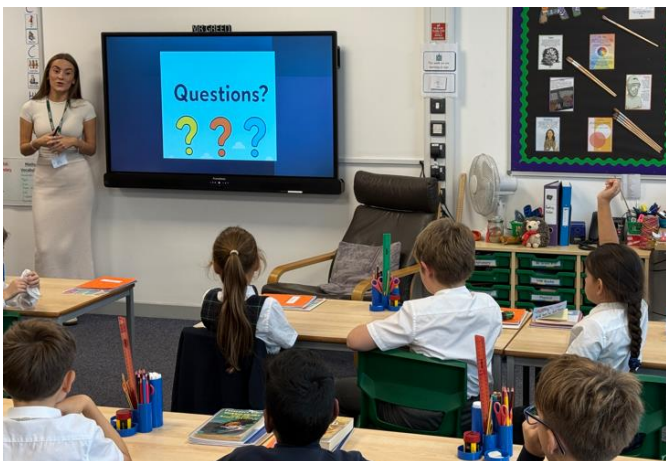
Something which has become apparent in the last couple of weeks is an increasing number of pupils coming to school either without a PE kit or without a full PE kit. It is essential that all pupils have a change of clothes and shoes for PE. It is also important for children to have a spare pair of socks in their PE kits so when tights are removed, they have something to change into, or if their socks get wet due to a downpour, they have dry socks for the rest of the day. For further information or clarification, please contact the school office or speak to your child's class teacher.

## Careers Morning

As part of our ongoing commitment to broadening pupils' horizons and raising aspirations, Miss Kitto organised an inspiring Careers Morning filled with engaging visitors from a wide range of professions. Children had the opportunity to hear from Tom Lafford (BAE Defence Systems), Tony Brown (RNLI), Luke Jackson (Operations Manager, SASP), Edd Johnston (Naval Officer and Air Traffic Controller, Royal Navy), Sophie Ewens (Auditor, Old Mill Accountancy), John Hayden (Control O Computing), and Hugh Broadribb (Accountant, Trade Revenue Agency).



Each visitor shared insights into their roles, the skills they use, and the pathways that led them to their careers. It was a fantastic opportunity for pupils to ask questions, spark curiosity, and begin thinking about the many possibilities their futures might hold.



## International Dot Day

This half-term, Kingfisher pupils took part in International Dot Day - a celebration of creativity, courage, and self-expression inspired by Peter H. Reynolds' book *The Dot*. Across the school, children explored the theme of "making their mark" through a range of art and writing activities. Classrooms were filled with vibrant dot-inspired artwork, and pupils reflected on how small actions can lead to big ideas. The day encouraged children to embrace their individuality and to take pride in their creative efforts, reinforcing our school values of confidence and resilience.



## Family Learning begins with Messy Play magic in Nursery

We were delighted to launch our first Family Learning session of the year in Nursery, where parents joined us to explore the benefits of messy play. The room was filled with a vibrant array of hands-on activities, reflecting the fantastic turnout from our families. It was heartwarming to see children, parents, and staff learning and playing together, building connections, sparking curiosity, and celebrating the joy of early learning. Thank you to everyone who came along and made it such a special start to the year.



## Phonics in Action: A Fantastic Family Turnout

It was Year 1's turn for Family Learning on the last Wednesday of term, and we were thrilled to welcome an incredible 22 out of 30 families into the classroom. Mrs Kerrigan led a phonics lesson, giving parents the opportunity to observe how we teach early reading skills. Following the session, children applied their learning by writing independent sentences using the focus sounds of the day. It was a fantastic afternoon of shared learning, and we're so grateful to all the families who were able to join us.



## Nut Free School

An important reminder that nuts and nut products should not be brought into school because we have a number of children who suffer from allergies related to nuts and nut products; this includes hazelnut products such as Nutella. Please look carefully at snacks and packed lunches to ensure that nut ingredients are not present. Your co-operation in this matter is greatly appreciated as anaphylaxis is a serious, even a life-threatening issue.



### **Planting for the Future; our Eco Council in action**

Our Eco Council, supported by Mrs Farnell, teamed up with Countrywide Grounds Maintenance (our grounds contractor) for a special planting project. Together, they planted a large number of daffodil bulbs around the school grounds. If all goes to plan, we'll be greeted by a bright yellow "KF" blooming in the spring; a cheerful and eco-friendly display for everyone to enjoy.



### **Cricket Coaching from Somerset Cricket Foundation**

Children across the school have been enjoying weekly cricket coaching sessions led by Sean from the Somerset Cricket Foundation. Through a range of exciting games and activities, pupils have been developing their skills in fielding, batting, and bowling. Sean will continue working with us until Christmas, ensuring that every class can take part in these fun and active sessions. Here are Year 5 enjoying their cricket coaching.



### **Inter-house Handball Tournament**

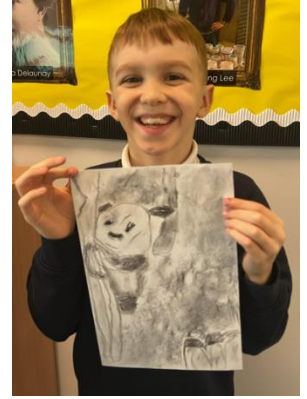
In the penultimate and final week of term, Mr Bourne organised an exciting inter-house handball tournament for both Key Stage 1 and Key Stage 2. Pupils had the opportunity to apply their multi-skills learning in a competitive game setting, showcasing excellent teamwork, sportsmanship and skill. A great time was had by all, with every child demonstrating a positive sporting attitude. The results were as follows: 4th place – Apache (15 points), joint 2nd – Lynx and Sea King (40 points), and 1st place – Wessex with an impressive 55 points.



As you are already aware, there is a clear correlation between good attendance at school and good progress and attainment. We are regularly monitoring attendance and if we identify a concern, we will send a letter to you which outlines your child's attendance. If your child's attendance were to drop to 90% over a school year, this would equate to 29 days absent from school – this is the equivalent of missing 6 weeks of learning.

## Art in Year 5

In art this term, Year 5 have been studying the work of American artist Robert Longo, best known for his dramatic, large-scale charcoal drawings. Inspired by his style, pupils have been developing their own techniques in using charcoal to create expressive and powerful pieces. Through careful observation and practice, they've produced some striking artwork that reflects both their creativity and growing confidence with this challenging medium.



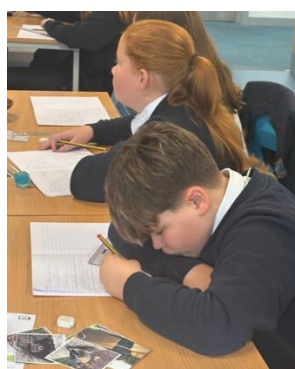
## Art in Year 3 – Sculpture

Year 3 pupils were busy creating beautiful clay leaf bowls in their art lesson with Miss Wolny last week. With a focus on sculpture, the children developed their skills in shaping and refining clay, showing great attention to detail, focus and care throughout the process. The activity not only supported their artistic development but also encouraged creativity and patience as they brought their designs to life.



## Poetry Inspiration with Sheila Hopkins

On Monday 14th October, children in Years 4, 5, and 6 had the wonderful opportunity to welcome poet Sheila Hopkins to Kingfisher Primary. Sheila shared her journey as a poet, including her move to New Zealand and inspired pupils with stories about her creative process and love for poetry. As part of her visit, Sheila generously gifted the school three of her poetry books, giving children the chance to explore her work and spark their own creativity. During the session, Year 4 pupils created thoughtful poems on the theme of Remembrance, guided by Sheila's expert tips and techniques.



## And finally...

It has been a real joy to see our newest members of the Kingfisher community settle into school life so quickly. Reception children have already formed new friendships and shown great enthusiasm for learning. They've made a brilliant start to their school journey, and we're incredibly proud of the confidence, curiosity and kindness they bring to each day.



## Online Safety from Mr Green – Be aware of inappropriate content



Staying  
Safe  
Online

With many popular games continuing to attract younger players, it's more important than ever to stay informed about how children interact in online gaming spaces. Recent reports have highlighted that some games, even those rated as child-friendly, may expose children to inappropriate content through chat functions, online play etc.

Games like Roblox, Fortnite, and Minecraft remain hugely popular among primary-aged children and while they offer creative and social opportunities, they also carry large risks. We recommend regularly checking game settings, using parental controls, and encouraging your child to talk openly about their in-game experiences.

You can use tools like Internet Matters to check age-appropriate games and get guidance on managing screen time. <https://www.internetmatters.org/issues/inappropriate-content/>

## Parents' Evenings

Thank you to all the parents who attended their child's parents' evening this half term; it was great to see so many of you in school. It was lovely hearing the positive comments from parents about the wonderful artwork on display and how happy parents are regarding their child's progress in school.



## Twitter



Do not forget that we have a school X account: [@KingfisherYeo](https://twitter.com/KingfisherYeo)

It continues to be a great way to share some of the exceptional work and experiences that our pupils have done in school on a day-to-day basis. The X account is a great way of celebrating what our pupils do with their parents, grandparents, and the wider school community.

## Uniform

Please can I request that anything that your child brings into school is clearly labelled with their name. This includes coats, PE kits, jumpers, any uniform, drinks bottles and lunchboxes.

## Diary Dates – Autumn Term 2



Friday 24 <sup>th</sup> October	Last Day of Term
Sunday 26 <sup>th</sup> October	Last day for booking lunches on ParentPay
<b>Monday 27<sup>th</sup> – Friday 31<sup>st</sup> October</b>	<b>Half-term</b>
Monday 3 <sup>rd</sup> November	First day back at school
Monday 3 <sup>rd</sup> November	Swan Class Family Learning 2.30pm
Tuesday 4 <sup>th</sup> November	Mallard Class & Otter Class Family Learning 2.30pm
Wednesday 5 <sup>th</sup> November	Year 5 Swimming (6 weeks)
Thursday 6 <sup>th</sup> November	Hedgehog Class Family Learning 2.30pm
Friday 7 <sup>th</sup> November	Owl Class Family Learning 2.30pm
Monday 10 <sup>th</sup> November	Anti-Bullying Week
Tuesday 11 <sup>th</sup> November	Remembrance Day
Tuesday 11 <sup>th</sup> November	Minnow Class Family Learning 2.30pm
Friday 14 <sup>th</sup> November	Children in Need – See separate letter
Wednesday 19 <sup>th</sup> November	Tempest Photographer – Portraits – individual
Tuesday 25 <sup>th</sup> November	Road Safety Officer visit to all classes
Thursday 4 <sup>th</sup> December	Year 1 History of Toys workshop
Tuesday 9 <sup>th</sup> December	Year 1 Dragonfly Christmas Play to Parents
Wednesday 10 <sup>th</sup> December	Year R Minnow Christmas Play to Parents
Thursday 11 <sup>th</sup> December	Year 2 Mallard Christmas Play to Parents
Friday 12 <sup>th</sup> December	Christmas Jumper Day
Tuesday 16 <sup>th</sup> December	Nursery Christmas Play to Parents
Wednesday 17 <sup>th</sup> December	Christingle Workshop for all classes
Tuesday 17 <sup>th</sup> December	Christmas Lunch
Thursday 18 <sup>th</sup> December	Whole School Trip to the Pantomime at Westlands
Friday 19 <sup>th</sup> December	Non-uniform day – Christmas Parties
<b>Monday 22<sup>nd</sup> Dec – Friday 2<sup>nd</sup> January</b>	<b>Christmas Holiday</b>
<b>Monday 5<sup>th</sup> January</b>	<b>Teacher Training Day – School closed</b>
Tuesday 6 <sup>th</sup> January	First day back for pupils

# Supporting your child to self-regulate

We regularly get asked to help parents whose child struggles to self-regulate at home. Below is an excellent guide with top tips from the National College.

## 10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

### 1. DESIGNATE A TRUSTED ADULT

It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

### 2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

### 3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

### 4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

### 5. BE 'A DYSREGULATION DETECTIVE'

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

### 6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

### 7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

### 8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

### 9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

### 10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

### Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



#WakeUpWednesday

The National College

# Essential online safety information for parents

## In-Game chat

### What Parents & Educators Need to Know about **IN-GAME CHAT**

#### WHAT ARE THE RISKS?

Video games are continuing to grow in popularity – including, of course, among children and young people – and the emergence of gaming communities has been accelerated by the inclusion of chat functionality across many different titles. While in-game chat isn't inherently a bad thing, it can create some concerns about online safety and the people that children might be interacting with.

#### DIFFERENT TYPES OF CHAT

There are a number of ways that gamers commonly chat with one another online. As the name would suggest, in-game chat happens within the game itself. There's also party chat: a group voice conversation that console users can have with anyone on the same platform. This tends to be more commonly used by players who already know each other. Finally, many gamers – especially on PC – will chat via a third-party app such as Discord.

#### CONTACT WITH STRANGERS

Whether it's text- or voice-based, in-game chat is frequently open to all players to use. Many games default to making it an opt-in function, but some don't: meaning a child could start seeing messages within the game from people they're playing with, regardless of whether they know those individuals or not. While most strangers won't necessarily have ill intent, there are some who may behave inappropriately when chatting to a child – intentionally or otherwise.

#### DANGER OF GROOMING

It's been reported that some young gamers have encountered older players online who pretend to be a lower age to manipulate children, sending gifts in exchange for chatting and sending photos. Just as on any messaging platform, it's good to advise young people to avoid speaking to strangers; emphasise that they shouldn't accept gifts from anyone online that they don't know.

#### BULLYING AND ABUSE

While some in-game chat can turn toxic because of how a match plays out, others turn that way because of people who engage in trolling – in essence, behaving in an offensive and abusive way simply to cause pain or get a rise out of whoever they're talking to. These 'trolls' often lean on racial slurs, anti-LGBT sentiment and other hateful rhetoric; they normally feel most confident preying on younger, more impressionable gamers.

#### POTENTIAL FOR PRIVATE CHAT

If a player would like a re-match with a stranger after meeting them in the game, they can send a friend request, or use the party chat together in the future. For the most part, this is harmless – but it might lead to messages being exchanged in private. This could then escalate to the sharing of private information, and potentially attempts to manipulate or scam younger players.

#### COMPETITIVE ATMOSPHERE

Certain games are very competitive, and players can sometimes get upset if they feel a teammate is underperforming, an opponent won unfairly, or they're just a bad loser. This can lead to unpleasant messages that stray away from playful 'trash talk' and wander into the territory of bullying. Some players have been known to get incredibly abusive in situations like this, and the impact of this on a young gamer's emotional wellbeing could be severe.

### Advice for Parents & Educators

#### LOCK-DOWN IN-GAME CHAT

In-game chat can often be disabled in the game's settings. This allows children to play without risk of contact from strangers – but it will need to be done in each individual game. Text chat appears in the corner of the screen in many titles, so it's normally easy to take a quick glance and see what's being said. With voice chat, explain to children what behaviour is inappropriate, so they can spot the dangers themselves.

#### REPORT POTENTIAL OFFENDERS

Most games offer a robust means of reporting other players, so you can flag an account as potentially harmful. This normally leads to the account not being matched with yours in the future and, if that person's conduct breaks any of the game's rules, they may be banned from playing entirely. This is done within the game itself, so each title has a slightly different process, but these tend to be designed for simplicity.

#### CONSIDER OTHER CHAT OPTIONS

If a child wants to play with people they know, consider using party chat or a third-party service like Discord. This allows everyone involved to chat on a private server and even enjoy each other's company while playing different games. It's also far more secure, as anyone looking to join will need to request and be granted access – normally by whoever is hosting the chat.

#### COMMUNICATION IS KEY

Make sure children understand the differences between being competitive and being abusive. Talk about what constitutes unusual or inappropriate behaviour from strangers online. Be clear that if anything ever concerns or worries them, they should tell a trusted adult as soon as possible. Empower children to identify the risks of in-game chat for themselves and reassure them they won't get in trouble for seeking help if anything goes wrong.

#### Meet Our Expert

Lloyd Coombes is the Editor in Chief of GGRcon and has been working in the games media industry for five years. He's also a parent and therefore understands the importance of online safety. Writing mainly about tech and fitness, his work has been published at sites including IGN, TechRadar, and plenty more.



#WakeUpWednesday

The National College

# Christmas Lunch Menu 2025

Wednesday 17th December 2025

Please book on ParentPay



## Christmas Menu

Roast Turkey with Pigs in Blankets and  
Stuffing Ball

Or

Ratatouille Herb Crust Crumble with Stuffing Ball (V)

\*\*\*\*\*

Roast Potatoes

Peas/Carrot Mixed

Savoy Cabbage

\*\*\*\*\*

Gravy

\*\*\*\*\*

Warm Mince Pie

or

Spiced Christmas Shaped Biscuit

\*\*\*\*\*

EVERYONE GETS A CHRISTMAS CRACKER!



# NHS Eye Health information

## Children's eye health

**Your child's sight is precious. Good vision helps them learn, play and communicate with the world around them.**



Yet, there are more than a million children in the UK with undetected vision problems (source: Eye health UK)

Children's vision continues to develop until they reach the age of eight, so caring for a child's eyes in the early years can help lay the foundations for good vision that lasts a lifetime.

**There are lots of simple things that you can do to help keep children's eyes healthy.**

### Essential Eye Checks

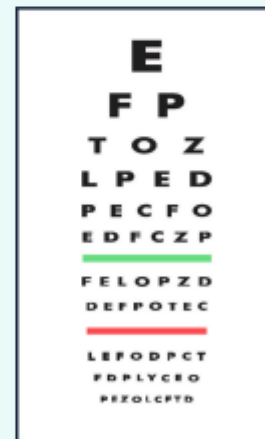
Having regular sight tests as advised by your optician is a great place to start.

Sight tests will ensure any problems such as childhood conditions like squint and lazy eye (amblyopia), longsightedness (hypermetropia) or short sightedness (myopia) are picked up early.

The sooner problems are identified the better the treatment outcomes.

Remember sight tests are free on the NHS for all children under 16 years or 18 in education or training. If they require vision correction (glasses or contact lenses) you'll be entitled to an optical voucher towards the cost of this too!

**In Somerset there is access to reception aged vision screening at school.**



## Limit use of screens

Children should be reminded to take regular breaks whenever they do any intense close work like using a screen or reading a book. There is some evidence that excess screen time can damage vision long term.



**A good rule to follow is the 20, 20, 20 rule which suggests taking a break of at least 20 seconds, every 20 minutes and to look 20 feet (6 metres) away.**

**Teenagers viewing smart phones should hold the screen at least 30cms away from their face to avoid eye strain.**

## Signs of reduced vision

It's often difficult to tell if your child is having problems with their eyes but some tell-tale signs that there could be something wrong include:

- **struggling to recognise colours and shapes**
- **not showing any interest in learning to read**
- **complaining about headaches**
- **sitting very close to the TV.**

If you recognise any of these symptoms you should arrange for your child to have a sight test.

**Developed by the Orthoptic Team at Somerset NHS Foundation Trust and the Public Health Team at Somerset Council**

## Local half-term Activities



Half Term Special



**Monday 27<sup>th</sup> October**  
**10 am – 12 noon**

Lufton Community Hall



**God's Creation**

Half Term holiday why not come along and join in with some fun activities, things to make and games to play all linked to Autumn and God's Creation. Families and children up to Year 6 all welcome. Our activities for pre-schoolers will be out as usual.

Come and join us for a great morning of fun.  
No charge, donations welcome 😊  
...brought to you by Yeovil Baptist &



## Local half-term Activities

*tiddlygigs* STORY  
TIME



# Jack and the Beanstalk

TAUNTON - 21<sup>st</sup> August

MINEHEAD - 20<sup>th</sup> September

BRIDGWATER - 11<sup>th</sup> October

YEOVIL - 25<sup>th</sup> October

ILMINSTER - 28<sup>th</sup> October

BURNHAM-ON-SEA - 31<sup>st</sup> October



Supported using public funding by  
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*Every little helps*



**Somerset  
Council**