Learning and loving with Christ as our teacher

SACRED HEART CATHOLIC PRIMARY SCHOOL & NURSERY

NEWSLETTER

MAY 2025

June Dates

Date	Event
Summer 2nd Half	Year 3 St Bernadette swimming
June 2025	Month of the Sacred Heart of Jesus
Monday 2nd June	Inset Day
Tuesday 3rd June – 6th June	Year 4 Multiplication check week
Wednesday 4th June	9:30 – 10:30 SENCO Drop Ins
Week beginning 9th June	Multiplication Check & Phonics Screening week
Wednesday 11th June	Phase 3/4 trip to Knebworth House
Friday 13th June	St Anthony (Yr 1) wear their own clothes to celebrate their feast day
Monday 16th June	All classes from Nursery up to Year 6 - Father's Day class assemblies – these will be live streamed
Wednesday 18th June	Phase 3/4 Sports Day – 9:00 – 10:30am Phase 5/6 Sports Day – 10:45 – 12:15pm
Week beginning 23rd June	One World Week
Monday 23rd June	Year 1 trip to Bushey Baptist Church
Monday 23rd June	Year 6 trip to Watford Mosque
Tuesday 24th June	International Day – pupils may wear clothes/colours that represent their heritage
Wednesday 25th June	Year 5 trip to Watford Mosque
Thursday 26th June	Year 2 trip to Bushey Baptist Church
Friday 27th June	Sacred Heart Feast Day Mass for Years 1 – 6 in Church at 9:15am. Phase 1/2 to lead. Whole school picnic at 12:00pm to 1:00pm on the school field
Monday 30th June	St Peter's Class (Year 3/4) wear their own clothes to celebrate feast day which was on 29thJune

Headteacher's Message

Dear Parents and Carers,

What a busy and exciting month May has been! St Joseph's class celebrated their special feast day, and we marked the beginning of May with our beautiful May Procession, during which we crowned Mary. We also came together to remember VE Day, and we celebrated the election of our new pope, Pope Leo XIV.

Our infants had a fantastic Sports Day full of energy and enthusiasm, while our Year 6 pupils completed their SATs and enjoyed a well-deserved residential trip to Longridge. You can read more about all of these wonderful events inside this newsletter.

Looking ahead to June, we have another exciting month planned. Year 4 pupils will be completing their Multiplication Check, and Year 1 will take part in the Phonics Screening. We also have lots of trips planned, Junior Sports Day to look forward to, as well as our celebrations for One World Week and the Feast of the Sacred Heart.

Wishing you all a restful and enjoyable half term.

Best wishes,
Mrs Smith



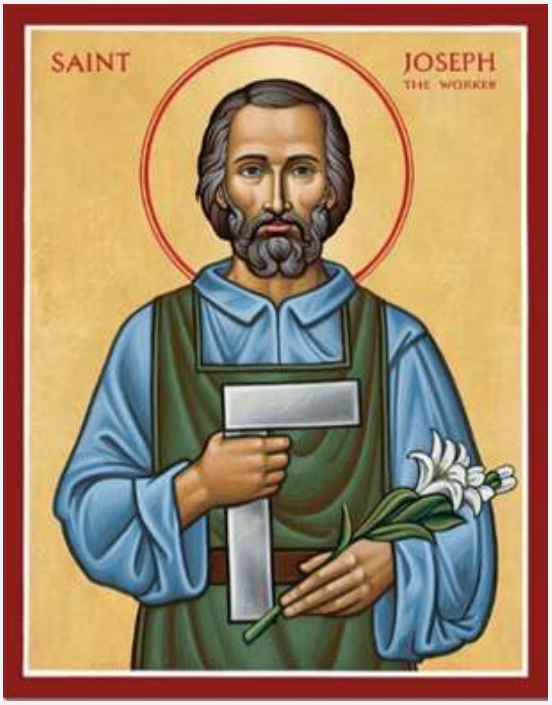
St Joseph's Class Feast Day

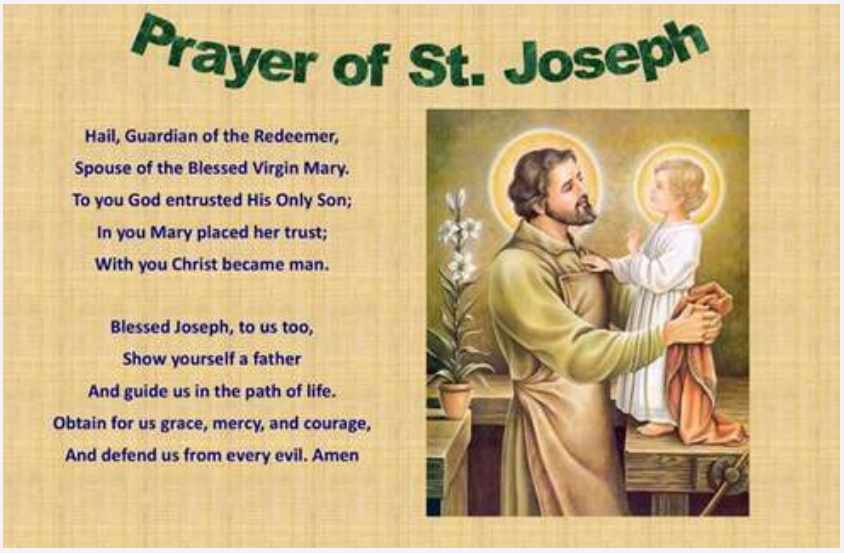
On Thursday 1st May, St Joseph's class celebrated their class feast day. They came into school in their own clothes, learnt about St Joseph and had a special collective worship.

Saint Joseph was the husband of the Blessed Virgin Mary and the foster-father of Jesus. He was a very good and patient man. Even though he never speaks in the Bible, Saint Joseph was a man of action. When God told him in a dream that it was okay to marry Mary, and when God told him to go to Egypt to save Jesus from Herod, Saint Joseph listened. He always obeyed God even though he did not always understand.

Through his love and care for Jesus and Mary, Saint Joseph showed his love for God. Because he trusted God, Saint Joseph allowed Him to work in his life. Trusting God can be very hard, especially when we cannot see how our story will end or why God is asking us to do something. We can pray to Saint Joseph to help us trust God just as he did.

Saint Joseph, Pray for us





Crowning Mary

At the beginning of May, our school community gathered for the beloved tradition of the May Procession. Students brought in beautiful flowers to honour Mary, which were lovingly placed around her statue. During the ceremony, we crowned Mary and took time for prayer and reflection, offering a decade of the Rosary and singing hymns in her honour. It was a meaningful celebration of faith and devotion.









VE Day Celebrations

On the 8th of May, our school came together to celebrate VE Day in a vibrant and meaningful way. The children arrived in style, wearing a mix of festive party clothes and authentic 1940s attire, helping to bring history to life.

The day began with a special assembly, during which the VE Day proclamation was read aloud, setting the tone for a day of remembrance and celebration. This was followed by a lively VE Day parade, where students proudly showcased their outfits and spirit.

A special highlight of the day was the delicious VE Day biscuits, kindly baked by our school kitchen staff – a treat enjoyed by all! Throughout the day, the children took part in a variety of engaging activities themed around VE Day, helping them to better understand the importance of this historic event.

It was a joyful and educational experience for everyone involved, and a fitting tribute to a significant moment in our history.









Year 6 Trip to Longridge

This week, our Year 6 pupils have been enjoying an unforgettable experience at Longridge! With boundless enthusiasm and a great sense of adventure, they took part in a wide range of exciting activities, including paddle boarding, dragon boating, climbing, abseiling, and a host of fun team games.

The children showed incredible teamwork, courage, and determination throughout the week, making wonderful memories with their friends. It's been a fantastic way to round off the first half of the summer term—and we're certain a good night's sleep is on the cards for everyone over the half-term break!











Aims and Values

Our mission statement is 'Learning and loving with Christ as our teacher.' We live this out in everything we do at school and it is underpinned by our core aims which are for the pupils to be:

Disciples of Christ
Ready to Learn
Secondary Ready

To help these three core aims we focus on Catholic Social Teaching, our LEARNER acronym and British Values.

Catholic Social Teaching:

Catholic Social Teaching (CST) is rooted in Scripture, formed by the wisdom of Church leaders, and influenced by grassroots movements. It is our moral compass, guiding us on how to live out our faith in the world.

Our faith calls us to love God and to love our neighbours in every situation, especially our sisters and brothers living in poverty. Following in the footsteps of Christ, we hope to make present in our unjust and broken world, the justice, love and peace of God.

This half term, our focus is on the Catholic Social Teaching theme of Dignity of Workers. As part of this topic the children have been learning that work is more than just a way to make a living — it is a way of participating in God's creation. Everyone's work deserves to be respected, whether it's the work of teachers, office staff, cleaners, kitchen staff, or anyone else who helps our school community thrive. They have also been writing prayers for the Dignity of the Worker.

God our Father,

Please bless all workers around the world and make sure that they are paid wages well. Help us to understand that workers being treated badly is happening and that it is not a good thing in the world. Grant all workers peace to enjoy in their lives.

Amen

Written by Elsbeth











Dear God,
We pray for those people in our community who work to keep us safe and well like the police, nurses and doctors and the fire service.
Inspire them to carry on even in the hardest times.
Amen
Written by James



Dear God,
Thank you for the people in our community like our parents, police officers, doctors and nurses.
Amen
Written by Joey



Dear God,
We pray for our new lollipop man because he keeps us safe.
Amen
Written by Lily



Dear God,
Thank you for our new lollipop man, Carlos, who helps us to cross the road safely.
Amen
Written by Billy

Dear God,
Thank you everyone who works in the community and communities across the world.
Amen
Written by Holly

Spotlight on Learning & PE

Learner Acronym

L – Love
E – Engage
A – Articulate & Aspire
R - Respect
N – Nurture
E – Effort
R - Resilience

This half term, we focused on the value of Effort. Across the school, we aimed to create an environment where children took pride in their learning and were encouraged to always give their best.

We supported pupils in putting maximum effort into their learning by:

- Setting high expectations – We encouraged children to challenge themselves and aim high in all areas of school life.
- Celebrating effort as well as achievement – During celebration assemblies, and through house points, stickers, and praise, we recognised not just success, but also persistence and progress.
- Providing clear goals – Children were given learning objectives at the start of each topic and clear aims for each lesson, helping them stay focused and purposeful.
- Promoting a growth mindset – We helped pupils understand that mistakes are a valuable part of learning and an opportunity to grow.
- Creating a supportive environment – Our classrooms were places where children felt safe to take risks, try new approaches, and push themselves further.

By building confidence, recognising hard work, and nurturing a love of learning, we helped every child develop positive attitudes and skills that will support their success now and in the future.







PE

Below are the topics being taught in PE over this year.

Phase EYFS

The children are developing their gross and fine motor skills through play and activities.
The children are learning to navigate space safely, demonstrating strength, balance and coordination.
The children are learning to run, jump, dance, hop, skip, climb, throw, catch, kick and balancing.



Year 2

Type of PE	Skills
Dance	Copies and explores basic movements with clear control. Varies levels and speed in sequence. Can vary the size of their body shapes. Add a change of direction to a sequence. Uses space well and negotiates space clearly. Can describe a short dance using appropriate vocabulary.
Gymnastics	Explores and creates different pathways and patterns. Positions of stillness on different numbers of contact points. Positions of stillness on single points of contact using different body parts. Smoothly linking positions of stillness to other actions. Create movement phrases linking positions of stillness to other actions. Remember, improve and perform movement phrases from last week. Transferring weight from one position of stillness to another. Uses equipment in a variety of ways to create a sequence. Link movements together to create a sequence.
Games	Confident to send the ball to others in a range of ways. Beginning to apply and combine a variety of skills (to a game situation) Develop strong spatial awareness. Beginning to develop own games with peers. Understand the importance of rules in games. Develop simple tactics and use them appropriately. Beginning to develop an understanding of attacking/ defending
Athletics	Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and coordination. Preparation for shot put and javelin Can use equipment safely







Year 1

Type of PE	Skills
Dance	Dance Develop skills of travelling, turning, stillness; changing shape, size, direction, level, speed and actions, using words as the stimuli. Copies and explores basic movements and body patterns. Remembers simple movements and dance steps. Links movements to sounds and music. Responds to a range of stimuli.
Gymnastics	Copies and explores basic movements with some control and coordination. Involving low platform apparatus in the performance of the different types of jump. Can perform different body shapes. Performs at different levels. Can perform 2 footed jumps. Can use equipment safely. Balances with some control Can link 2-3 simple movements. Remember, improve and perform movement phrases from last week.
Games	Can travel in a variety of ways including running and jumping. Beginning to perform a range of throws. Receives a ball with basic control Beginning to develop hand-eye coordination Participates in simple game
Athletics	Can run at different speeds. Can jump from a standing position. Performs a variety of throws with basic control.





Year 3

Type of PE	Skills
Dance	Beginning to improvise independently to create a simple dance. Beginning to improvise with a partner to create a simple dance. Translates ideas from stimuli into a movement with support. Beginning to compare and adapt movements and motifs to create a larger sequence. Uses simple dance vocabulary to compare and improve work.
Gymnastics	Applies compositional ideas independently and with others to create a sequence. Exploration of different movement patterns and using them to plan movement phrases. Create travel and balance movement phrases showing clear pathways, movement patterns and arm patterns. Copies, explores and remembers a variety of movements and uses these to create their own sequence. Describes their own work using simple gym vocabulary. Beginning to notice similarities and differences between sequences. Uses turns whilst travelling in a variety of ways. Beginning to show flexibility in movements. Beginning to develop good technique when travelling, balancing, using equipment.
Games	Understands tactics and composition by starting to vary how they respond. Vary skills, actions and ideas and link these in ways that suit the activity of the game. Beginning to communicate with others during game situations. Uses skills with coordination and control. Develops own rules for new games. Makes imaginative pathways using the equipment. Works well in a group to develop various games. Beginning to understand how to compete with each other in a controlled manner. Beginning to select resources independently to carry out different skills
Athletics	Beginning to run at speeds appropriate for the distance. e.g. sprinting and cross country. Can perform a running jump with some accuracy. Performs a variety of throws using a selection of equipment. Can use equipment safely and with good control.
Swimming	Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.

Year 4

Type of PE	Skills
Dance	Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to stimuli. Beginning to vary dynamics and develop actions and motifs. Demonstrates rhythm and spatial awareness. Uses simple dance vocabulary to compare and improve work.
Gymnastics	Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences. Beginning to use gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Creates sequences using various body shapes and equipment. Combines equipment with movement to create sequences
Games	Vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking Uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Works well in a group to develop various games. Compares and comments on skills to support the creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination
Athletics	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump). Demonstrates accuracy in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.
Swimming	Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.

Year 5

Type of PE	Skills
Dance	Beginning to exaggerate dance movements and motifs (using expression when moving) Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. e.g using various levels, ways of travelling. Beginning to show a change of pace and timing in their movements. Uses the space provided to maximum potential. Improvises with confidence, still demonstrating fluency across their sequence. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare
Gymnastics	Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, coordination and fluency. Understands composition by performing more complex sequences
Games	Vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together. Uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Can make suggestions as to what resources can be used to differentiate a game. Apply basic skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and combination.
Athletics	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump). Beginning to record peer's performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.
Swimming	Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.

Year 6

Type of PE	Skills
Dance	Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. E.g. using various levels, ways of travelling. Beginning to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. Dances with fluency, linking all movements and ensuring they flow. Demonstrates consistent precision when performing dance sequences. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare
Gymnastics	Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Perform difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Understands composition by performing more complex sequences. Performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances.
Games	Vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking Keeps possession of balls during games situations. Consistently uses skills with coordination, control and fluency. Takes part in competitive games with a strong understanding of tactics and composition. Can create their own games using knowledge and skills. Modifies competitive games. Compares and comments on skills to support the creation of new games. Can make suggestions as to what resources can be used to differentiate a game. Apply knowledge of skills for attacking and defending. Uses running, jumping, throwing and catching in isolation and in combination
Athletics	Beginning to build a variety of running techniques and use with confidence. Can perform a running jump with more than one component. e.g. hop skip jump (triple jump). Beginning to record peer's performances, and evaluate these. Demonstrates accuracy and confidence in throwing and catching activities. Describes good athletic performance using correct vocabulary. Can use equipment safely and with good control.
Swimming	Swims competently, confidently and proficiently over a distance of at least 25 metres Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. Performs safe self-rescue in different water-based situations.

Football Match

A big well done to the children who took part in the recent football match against St Joseph's. They played exceptionally well, showing great teamwork and determination, and secured an impressive 5–3 victory. They represented our school with pride. Well done.









British Values

Each half term we focus on a different British value to ensure our pupils are prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong' all people living in England are subject to its law. The key values are:

Democracy
Rule of law
Individual liberty
Mutual respect
Tolerance of those of different faiths, races and cultures.

This term, our focus is on Tolerance of those of different faiths, races, and cultures — a vital value that we embed across school life. Through a wide range of activities and learning experiences, we encourage children to embrace diversity, develop empathy, and show respect for all.
Here are some of the ways we promoted tolerance this term:

- **Celebrating cultural diversity** – Throughout the year, we mark festivals such as Diwali, Eid, Hanukkah, and Chinese New Year. These celebrations offer opportunities for pupils to learn about different faiths and traditions in a joyful and meaningful way. After half term, we will be celebrating One World Week and International Day, where children will explore global cultures, visit places of worship, and learn more about the backgrounds of their classmates and teachers.
- **A diverse and inclusive curriculum** – Our lessons include a wide range of voices, stories, and perspectives, helping children understand the richness of the world around them and the importance of equality and inclusion.
- **A respectful classroom culture** – Every classroom to promote core values of kindness, respect, and belonging. Children are regularly reminded of the importance of treating everyone fairly, regardless of their background or beliefs.
- **Community voices** – Guest speakers and workshops bring learning to life by sharing real-world experiences from people of different faiths and cultures, broadening pupils' horizons and encouraging curiosity.

By exploring and celebrating our differences, we help pupils see what unites us as people. Through these experiences, children gain a deeper appreciation for the diverse society they are growing up in — and the role they can play in making it more inclusive and compassionate.

Pupil Premium Funding

Did you know that your child's school could receive up to £1,600 of additional funding per year to support their learning and wellbeing?

This funding is available for children from Nursery to Year 6 whose parents or carers are receiving certain benefits. The eligibility criteria are the same as those used for applying for free school meals in Key Stage 2.
This extra money can make a real difference — it can help fund things like 1:1 support in maths or literacy, or contribute towards the cost of school trips and other enrichment opportunities. It's all about making sure every child has the chance to thrive and enjoy their time at school.
If you think you or your partner may qualify, you can apply easily and directly online at:
👉 https://www.gov.uk/apply-free-school-meals
Once approved, the funding will stay in place for as long as your child is with us. Please note, you'll need to reapply when your child moves:

- From Nursery to Reception
- From Year 2 to Year 3

If you have any questions or would like help with the application, please don't hesitate to speak to the School Office in confidence — we're happy to help.

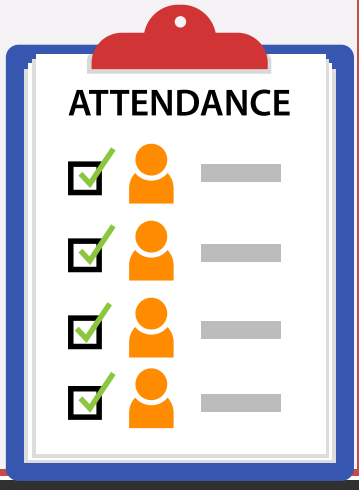
Attendance and Punctuality Update 📊🕒

Good attendance and arriving on time will help your child succeed — they build strong learning habits, stay on track, and feel part of the school community.

You can support your child by:

- Keeping a regular bedtime and morning routine
- Getting things ready the night before
- Talking positively about school
- Planning ahead for travel or appointments
- Reaching out if you need support

Thank you for helping your child make the most of every school day!



RE Parent Information



RE Newsletter
Please click on the link below to read the latest RE Newsletter.
www.tentenresources.co.uk/prayers-for-home/parent-newsletter/

Wednesday Word
The Primary School Wednesday Word is an online resource that allows you to reflect on the weekly Gospel. You can access this on the link below:
Wednesday Word

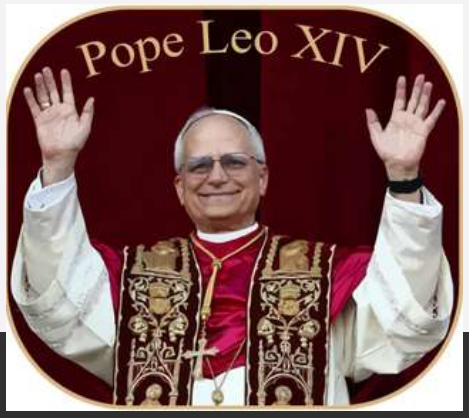
Mark 10 Mission
The Primary School produces weekly videos on the Sunday Gospel. These help children to experience the Word of God, pray and sing together. You can access these on the link below:
https://www.themark10mission.co.uk/

Sacred Heart Church Services
The weekend Mass times at the church are as follows:
Saturday - 6:00pm
Sunday - 8:30am, 10:30am, 6:00pm
There is a children's liturgy during the 10:30am Mass.



Parish Newsletter
You can access the parish newsletter using the link below:
https://parish.rcdow.org.uk/bushey/weekly-newsletters/

Pope Leo XIV
The children have been learning about and praying for our new pope - Pope Leo XIV. We have displayed a picture of him in our library surrounded by prayers.



Learning and loving with Christ as our teacher

SACRED HEART CATHOLIC PRIMARY SCHOOL

Diary Dates – Summer Term 2025

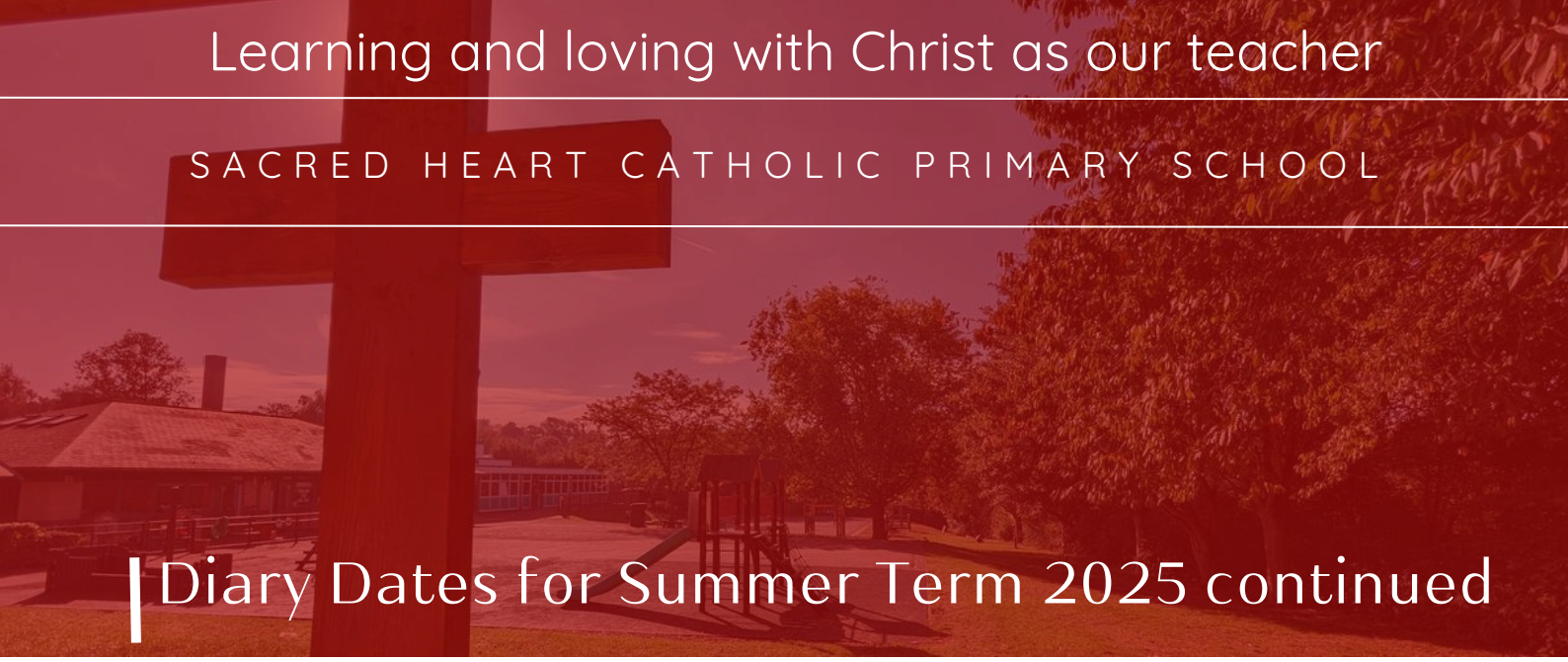


Dear Lord,
In this Jubilee Year of Hope, we pray for the hopeless that they may find courage and strength to deal with their challenges. Please guide me this year to thrive and love.
Amen
Written by Maeve

Dear Lord,
Thank you for sending us Pope Francis who has helped us to make the world a better place.
Help us to continue to live like him.
Please look after him as he joins You in the land of eternal life.
Amen
Written by Orla



Date	Event
June 2025	**Month of the Sacred Heart of Jesus**
Summer 2nd Half Term Friday 6th June	Year 3 St Bernadette Swimming
Monday 2nd June	Inset Day
Tuesday 3rd June – 6th June	Year 4 Multiplication check week
Wednesday 4th June	9:30 – 10:30 SENCO Drop Ins
Week beginning 9th June	Multiplication Check & Phonics Screening week
Wednesday 11th June	Phase 3/4 trip to Knebworth House
Friday 13th June	St Anthony (Yr 1) wear their own clothes to celebrate their feast day



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SACRED HEART CATHOLIC PRIMARY SCHOOL

Diary Dates for Summer Term 2025 continued

Date	Event
Monday 16th June	All classes from Nursery up to Year 6 - Father's Day class assemblies – these will be live streamed
Wednesday 18th June	Phase 3/4 Sports Day – 9:00 – 10:30am Phase 5/6 Sports Day – 10:45 – 12:15pm
Week beginning 23rd June	One World Week
Monday 23rd June	Year 1 trip to Bushey Baptist Church
Monday 23rd June	Year 6 trip to Watford Mosque
Tuesday 24th June	International Day – pupils may wear clothes/colours that represent their heritage
Wednesday 25th June	Year 5 trip to Watford Mosque
Thursday 26th June	Year 2 trip to Bushey Baptist Church
Friday 27th June	Sacred Heart Feast Day Mass for Years 1 – 6 in Church at 9:15am. Phase 1/2 to lead. Whole school picnic at 12:00pm to 1:00pm on the school field
Monday 30th June	St Peter's Class (Year 3/4) wear their own clothes to celebrate feast day which was on 29thJune
July 2025	**Month of the Precious Blood of Jesus**
Tuesday 1st July	Phase 5/6 Production – 6:00pm
Tuesday 1st July	Year 5 National Curriculum Science Visit to St Michael's Catholic High School
Wednesday 2nd July	Phase 5/6 Production – 6:00pm
Wednesday 2nd July	Phase 3/4 Mass in church at 9:15am
Monday 7th July	Phase 1/2 trip to Whipsnade Zoo
Wednesday 9th July	Reception trip to Willows Activity Farm
Thursday 10th July	Transition Day
Tuesday 15th July	St Joan of Arc Headteacher's talk to Year 5 Parents - School Hall at 2:30pm
Wednesday 16th July	St Anne's class (Nursery) wear their own clothes to celebrate the feast day of St Anne which is on 26th July
Thursday 17th July	9:15am – Year 6 Leavers Mass in church End of Term - Nursery afternoon children, Reception & Phase 1/2 finish at 12:20pm - Years 3,4 & 5 finish at 12:30pm - Year 6 finish 1:30pm