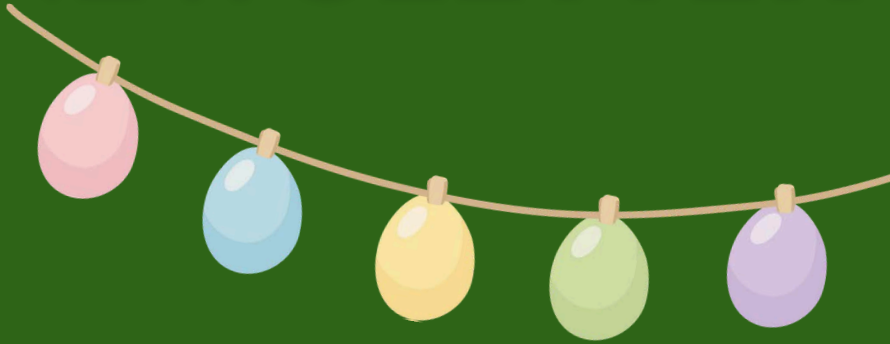


WEEK 24: 23RD - 27TH MARCH 2026



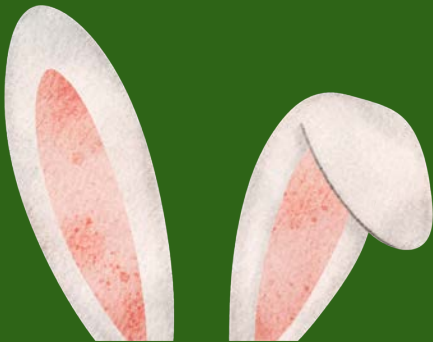
# CARDREW COURT SCHOOL NEWSLETTER



## Updates and Reminders

Wednesday 1<sup>st</sup> April we are holding an informal parent / carer / learner **easter coffee morning & raffle** (proceeds of the raffle will go towards summer term events)

**11.30am- 1pm**



**1<sup>st</sup> April is also the last day of term** with a 1pm finish for learners. Taxis have been informed.

**Thank you** for attending our first ever Careers Fair and our Parents evening this week. It was fantastic to see our learners engaging with stall holders, having future focussed conversations. Pictures of the event on page 10



# Food Technology



## Weekly Highlights:

Gorse learners had a great time preparing delicious calzones, developing their confidence in working with dough and creating flavourful fillings.

Our Verbena learners focused on a classic favourite, making their own Margherita pizzas. They practised key skills such as shaping bases and balancing simple, fresh ingredients.

Clover class embraced the seasonal spirit by baking Egg-tastic treats. Their efforts resulted in some beautifully apomatic and tasty treats.

Meanwhile, Heather and Moss learners worked together to make broccoli and potato croquettes. This session highlighted teamwork as well as techniques like mixing, shaping, and cooking to achieve the perfect texture.

Finally, Fern continued progressing with their Level 2 Home Cooking Skills, building on their knowledge and refining their practical abilities in the kitchen.



## next week

## MUST TRY

# We will be baking easter goodies



**Ingredients:-**  
 250g plain flour  
 2 tsp baking powder  
 large pinch salt  
 2 large free-range eggs  
 2 tbsp oil

**For the filling**  
 50g mozzarella  
 200g passata  
 1/2 onion  
 50g cheddar  
 1 garlic clove  
 1 tsp dried herbs

**Equipment**  
 Mixing bowl  
 Scales  
 Butter knife  
 Rolling pin  
 Measuring jug  
 Dessertspoon  
 Chopping board  
 Sharp knife



### Calzone

#### Method

1. For the dough, put all the ingredients in a large bowl and mix together, add 4-6 tablespoons water, one tablespoon at a time, until the dough comes together.
2. On a floured work surface roll out the dough into two circles, roughly the same size.
3. Preheat the oven to 220C/200C Fan/Gas 6. Place a baking tray or pizza stone in the oven to heat up.
4. Mix all the fillings ingredients together and divide in half. Each half on one side of each circle of dough and fold the dough over to create a pasty shape. Seal the edges using your fingers or a fork.
5. Place the calzones on baking paper and carefully transfer to the preheated baking tray or pizza stone. Cook for 15-20 minutes, or until the dough is crisp and browned.

# Fern

It has been another bustling and inspiring week for our Fern learners. Once again, they participated in a variety of activities and had a delightful day out at Lands End for their outdoor education. They were fantastic hosts at the careers fair we organised on Tuesday, warmly welcoming all our visitors. Great job, Team Fern!

This week in Food Tech, Fern prepared some delightful boiled eggs with dippy soldiers for lunch, along with homemade burgers and chips! The aromas were simply mouthwatering!



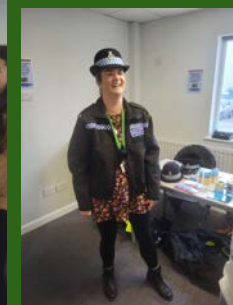
## REMINDER

Wednesday 1<sup>st</sup> April  
11.30am - 1pm

Parents Coffee Morning  
All welcome!



On Tuesday afternoon, Cardrew Court held a Careers Fair, where Fern graciously assisted in welcoming all our wonderful career visitors. They did an outstanding job, and the event turned out to be a great success.



**Outdoor Education: A Coastal Adventure**  
This week, we took another scenic walk along our Cornish coastline, exploring Lands End. Despite the chilly and windy conditions, we were fortunate to enjoy some sunshine & stunning views during our outing!



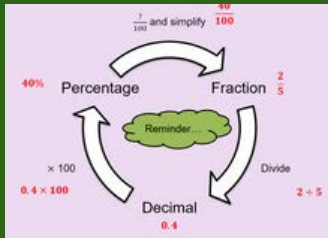


# Clover Class



## Weekly Highlights:

In Maths, we have been working out how to change decimals to percentages.



In Outdoor ED, we had a lovely trip to Nancarrow Farm where the learners had the opportunity to feed the lambs, collect some eggs from the chickens and collect some herbs from the polytunnels. With these herbs we made salsa verde and dukkah, originating from Egypt. We also tried some lovely rhubarb flapjacks. It was a very informative trip with lots to see and do.

### Deployment on Averax

The engines roar of their thunderhawk drop ship, deafening to normal soldiers. But the 5 That lie in the cargo bay are no normal soldiers, created for use, blessed with purpose, They are space marines. The emperor of mankind's angels. The bulwark against the Terror, the defenders of humanity and they shall know no fear.

A loud crackling comes over the speakers on board followed by a fierce voice "Approaching drop zone" the pilot reported. All 5 marines take to their feet and ready their weapons. "Breach detected" droned the voice of the automated voice of the ship. And not even a second after that the doors were ripped off its hinges by a flying tyrannid Known as a gargyle. "Cut it down!" thundered the captain, with no hesitation his Soldiers unload on the vile beast, sending it crashing down to the earthy soil. The ship is now covered in the creatures. Even more so the planet is now covered in just moving Armies of the tyrannids. "Xenos filth" stated a marine. "Plenty more down there, brothers". Stated the captain with a stern voice.

BOOM. The marines stand their ground. "We are hit, bail, bail, bail." Screamed the pilot over the loud alarms. "See you on the objective brothers" stated the captain before Jumping out the open door. "May the emperor protect you brother" said a marine over The intercom. "For the emperor!" replied the pilot before the forward guns spin up

And followed by a volley of metal directed to the tyrannid hoard.

In English, Clover has been continuing writing pieces about their dystopian worlds. All of the learners have shown fantastic creative writing so far, it is great to see thier ideas coming to life.



For Food tech this week, Clover made eggs of their choice (poached, scrambled, boiled)) with the eggs fresh from our farm trip. Afterwards we made chocolate nests with mini eggs and delicious exploding cookies.

# MOSS CLASS HIGHLIGHTS



Our learners made some amazing potato and broccoli croquettes in Food Tech! They managed to make so many that most of the staff came to try them too!



In Science, learners completed a flower dissection to identify and label key structures in a plant's reproductive system.



**REMINDER** Don't forget that we break up for Easter on Wednesday at 1pm. Parents are welcome to join us for a coffee morning in the hall from 11:30-1pm.



In English, we have been exploring historical fiction with a focus on World War II. Learners have conducted research and created vision boards centred on evacuation, including what evacuees might have packed in their suitcases.



# Heather class



## Science:

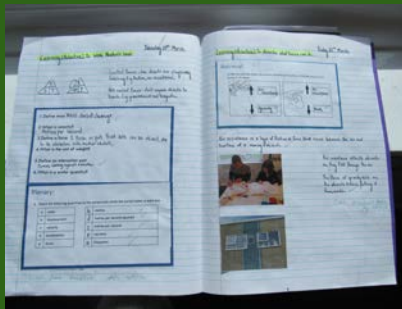
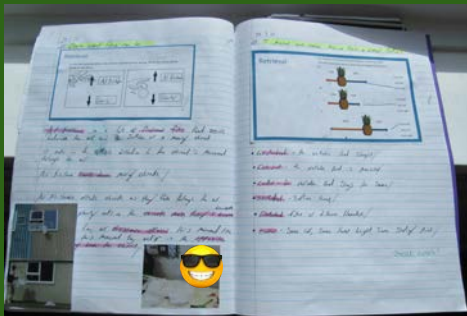
Heather class have enjoyed conducting several experiments to embed some of their knowledge on our current topic-forces!

## Art:

Learners have been looking at artist Micheal Craig-Martin. Over the past few weeks, they have been producing work with the focus being 'objects of your time'.

## Outdoor Education:

On Monday, Heather class made their way to Porthtowan for a walk along Chapel Porth. Not forgetting the halfway mark where learners stopped for a hot chocolate that helped us to wards the finish line of almost 4miles! Great effort Heather class!



### REMINDER

We have updated our music policy in school. We will send everyone home with an updated agreement. Please read, sign and return on behalf of your child.

Thank you to parents who have filled out the survey below. If you haven't please let us have your feedback

CCS Parent Survey March 2026



### REMINDER

Learners break up Wednesday 1<sup>st</sup> April at 1pm.

We are hosting a coffee morning from 11am - 1pm, in the school hall.

# Gorse Class

We have enjoyed a thoughtful and engaging week of learning in Gorse Class.

Learners have now completed their non-chronological reports on a chosen period of historical medicine. They worked hard to organise information clearly, use formal language, and include technical vocabulary to inform their reader effectively.

Sentence Stack 1  
**Introduce the topic**  
➤ Good knowledge of medicine was extremely important for survival during wartime.

Sentence Stack 2  
**Give historical context**  
➤ During the Crimean War, people like the 'Lady with the Lamp' helped soldiers near the battlefield.

Sentence Stack 3  
**Explain what the report will describe.**  
➤ This report explains about medics helping soldiers near the battlefield, which was deadly.

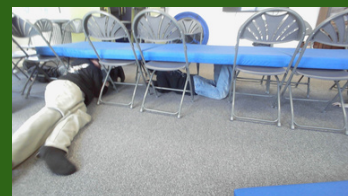
The medium teddy bear is  $\frac{4}{7}$  the height of the large teddy bear.  
How tall is the medium teddy bear?

$42 \div 7 = 6$   
 $4 \times 6 = 24$

The medium teddy bear is 24 cm tall. ✓

In Maths, we concluded our Fractions B unit by using bar models to find fractions of amounts. The visual representations helped learners deepen their understanding of how fractions relate to division and proportional reasoning.

In PE, learners showed fantastic teamwork and enthusiasm during their problem-solving 'caving' challenge. Using mats and chairs, they worked together to design and construct tunnels that everyone in the class could successfully travel through—finishing with an impressive two-way tunnel system. Their cooperation, creativity, and resilience really shone through.



Here is a link to a padlet timetable to see what learning lies ahead next week.

<https://padlet.com/MrTilley/gorse-class-wb-30-03-26-y2uza7fhkt5t8o0o>

# OUTDOOR ED



WE HAVE HAD A REAL MIX OF ACTIVITIES THIS WEEK!!

MONDAY SAW HEATHER CLASS VISIT PORTHTOWAN AND CHAPEL PORTH ON A 3.5 MILE WALK.



TUESDAY THE CLOVER LEARNERS VISITED NANCARROW FARM WHERE THEY MADE DUKKA (AN EGYPTIAN SPICE BLEND) AND SALSA VERDE FROM FRESH HERBS AS WELL AS FEEDING SOPHIE, A 3 WEEK OLD LAMB.



WEDNESDAY, DUE TO THE WEATHER, GORSE CLASS WENT SWIMMING.



FERN CLASS TOOK A WALK ALONG THE COAST PATH FROM LANDS END TOWARDS SENNEN AND MOSS CLASS VISITED THE NATIONAL LOBSTER HATCHERY ON FRIDAY!!





# CARDREW CAREERS FAIR



It was great to see learners getting involved, asking questions and having discussions about their futures. Thank you to all who were involved





# Article of the Week

## Identity

2025 – 2027

Rights Respecting Schools

UNITED KINGDOM

unicef

Bronze Rights Committed

### What is Identity?

Celebrations like St David’s Day (Wales), St Patrick’s Day (Ireland) and St Piran’s Day (Cornwall) are much more than festivals—they are powerful expressions of culture, heritage, and identity. These days help children and young people understand who they are, where they come from and the communities they belong to.

This links to articles:



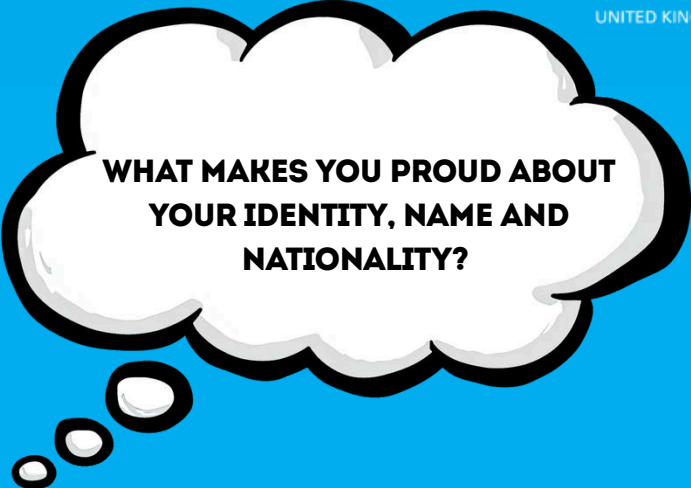
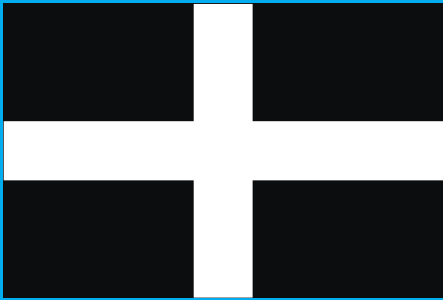
### Article 7 & 8

#### Article 7 – birth registration, name, nationality, care

Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

#### Article 8 – Protection and Preservation of Identity

Every child has the right to an identity. Governments must respect and protect that right, and prevent the child’s name, nationality or family relationships from being changed unlawfully.



CARDREW COURT SCHOOL  
**WOW & IDIOM**  
WEEK 25 W/C 30TH MARCH 2026

**WORD OF THE WEEK**

**Quaver**

**verb**

*"(of a person's voice) shake or tremble in speaking, typically through nervousness or emotion".*

*"there was a quaver in his voice as he told me the news".*

*" I tried to make the question light, but I felt my voice quaver".*

**Synonyms**

tremble, quiver.



Staff vote weekly in our Colleague of the Week draw

Thank you for all you do at Cardrew Court School

**IDIOM OF THE WEEK**

**Drop the ball**

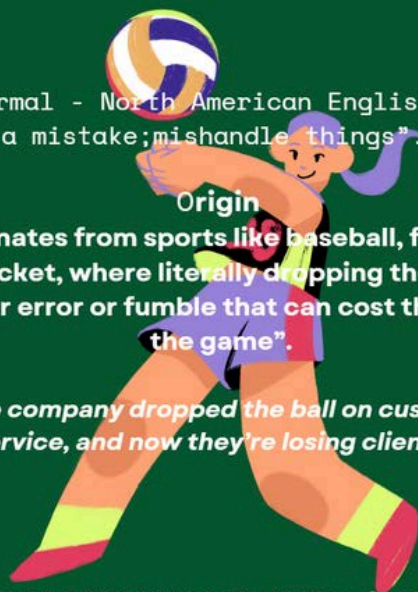
*"Informal - North American English, make a mistake; mishandle things".*

**Origin**

*"originates from sports like baseball, football, or cricket, where literally dropping the ball is a clear error or fumble that can cost the team the game".*

*"The company dropped the ball on customer service, and now they're losing clients".*

*"She really dropped the ball when she forgot to call back".*



**COLLEAGUE OF THE WEEK:  
PAULA**

★ Chula, Heather class

**Headteachers Awards**

★ Lorelie, Clover class

# What Parents & Educators Need to Know about

# SNAPCHAT

AGE RESTRICTION  
**13+**

SNAP STREAK

97

WHAT ARE THE RISKS?

With over 900 million active monthly users and billions of 'Snaps' sent each month, Snapchat is a popular messaging app among children and young people. It allows users to share fun, spontaneous pictures and videos with friends and family while using playful filters. One of Snapchat's unique features is that pictures, videos and messages are only viewable for a short period of time.

## ARTIFICIAL INTELLIGENCE

Snapchat's use of artificial intelligence (AI) includes features like the 'My AI' chatbot and AI-powered filters, offering interactive experiences that can be fun but also pose risks. These tools may share unfiltered or inaccurate responses, promote unrealistic beauty standards, and collect personal data. Advanced filters and deepfake-style lenses can distort reality, potentially leading to manipulation, impersonation, or inappropriate content.

## SCREEN ADDICTION

Snapchat boosts user engagement and daily use with features like streaks (daily Snapchat exchanges between you and a friend). When a streak's been going for a few days, users will see a 🍌 emoji. The number alongside it shows the number of days, but if users miss a day and break the streak, the only way to restore it is to pay. This encourages daily use habits, and frequent notifications can keep users returning to the app even more often.

## SEXTORTION

Because Snapchat's disappearing messages feature may foster a sense of safety, users may become targets of sextortion. For example, a predator may pressure someone into sending nude images, then somehow capture those images to threaten and intimidate the victim. This might involve claiming they will share the images with friends or family unless money is paid.

## SNAPCHAT+

Snapchat+ is the platform's premium subscription service, offering early access to new and exclusive features. In June 2025, Snapchat introduced a new tier called Lens+, giving subscribers access to hundreds of lenses and AR experiences for playing, creating, and sharing Snaps. These paid features may encourage young users to spend money to access exclusive content, increasing the risk of overspending or feeling pressured to make in-app purchases.

## ACCESSIBILITY

Snapchat is now accessible from a web browser, meaning children can use it on a laptop or tablet without downloading the app. This can make activity harder to monitor, reduce the effectiveness of parental controls, and increase the risk of unsupervised communication or exposure to inappropriate content.

## INAPPROPRIATE CONTENT

Some content on Snapchat isn't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's disappearing messages feature also makes it easy for young people to share explicit images on impulse – so sexting continues to be a risk associated with Snapchat.

## Advice for Parents & Educators

### ACCESS THE SNAPCHAT FAMILY SAFETY HUB

Created with guidance from Common Sense Media, Snapchat has developed a Family Safety Hub that explains how the app works and how to use its in-app protections for teens. It's recommended that you review this guidance before allowing a child to download Snapchat. Remember, the app is only intended for children aged 13 and over.

### BLOCK AND REPORT

If a stranger connects with a child on Snapchat and makes them feel uncomfortable by pressuring them to send or receive unwanted or inappropriate images, the child can tap the three dots on that person's profile to report or block them. There are options to state why they're reporting that user, with a tailored reporting section under the 'Nudity and Sexual Content' category. In this category, there's the option to report somebody for threatening to leak sexually explicit images, or 'nudes'.

### ENCOURAGE OPEN DISCUSSIONS

Snapchat's risks can be easier to handle if you nurture an open dialogue. Talk about scams and blackmail before letting children sign up. If they're lured into a scam, encourage them to tell you immediately. Talk openly and non-judgementally about sexting, emphasising its inherent risks. Furthermore, explain how popular 'challenges' on the platform can have harmful consequences.

### USE PRIVACY SETTINGS TOGETHER

Sit down with the children in your care and explore Snapchat's privacy settings as a shared activity. You can help them adjust who can contact them, view their stories, or see their location on Snap Map. It's a good opportunity to explain why some settings are safer than others, reinforcing their understanding of online boundaries. Encourage them to regularly review these settings, especially after app updates or changes in their friendship groups.

## Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and carried out research for the Australian Government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/snapchat>

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