



Weekly Newsletter

Living to Learn, Learning to Live



REACH FOR THE STARS

23.02.2024

KEY DATES

26.02.24 - 4HG Swimming (Every Monday in Spring 2)

28.02.24 - Year 5 Family Assembly

29.02.24 9am - Helping Your Child with Fears and Worries Parent Course (Every Thursday in Spring 2)

05.03.24 - 2EB Pizza Express Trip

07.03.24 - 2CY Pizza Express Trip

08.03.24 2:15pm - Y5&6 Maths Parent Workshop

11.03.24 2:15pm - Y3&4 Maths Parent Workshop

13.03.24 - Year 6 Family Assembly

15.03.24 2:15pm - Y1&2 Maths Parent Workshop

18.03.24 2:15pm - Reception Maths Parent Workshop

27.03.24 - Nursery Family Assembly

28.03.24 - Easter Bonnet and Diorama Parade

28.03.24 2pm - Finish for Easter Holidays

Hello Parents and Carers!

We've had a busy first week back - I can't believe we're now more than halfway through this academic year!

This half term brings one of our favourite events of the school year - the Easter Bonnet and Diorama Parade! This will take place, as always, on the last day before we finish for the Easter holidays - 28.03.24. We will also be holding an Easter Bingo this year - watch this space for more details!

On Thursday this week, the first session of our new parenting course, Helping Your Child with Fears and Worries, took place. This course will run every Thursday at 9am for six weeks and will teach parents cognitive-behavioural strategies that they can use to support their child overcoming anxiety problems. If you would be interested in attending, please speak to Miss Moore.

Next week, we have some exciting things going on in school - we will be hosting teachers from other local schools to look at how we teach Maths and RE at Wellesbourne. We can't wait to share all our good practice with others!

Have a lovely weekend!

Miss Howard

Effort



Cooperate



THIS WEEK IN PSHE

This half term, we will be continuing to focus on relationships in our PSHE lessons. As part of this, we have had Bully Busters come into school to work with some year groups. This week, they have visited Y2 and Y4 to discuss with the children 'what makes us different'. The Bully Buster team were very impressed with the children's responses, and the thought-provoking questions which they asked. They will be working with other year groups over the course of the year.



Year One Phonics

This week in Phonics, Y1 have been continuing to rehearse Phase Five sounds.

We have been looking at 'ai', 'ay' and 'a_e'. These are three ways to make the same sound.

'ai' can be seen in words such as train, wait and brain.

'ay' can be seen in words such as play, stay and always.

'a_e' can be seen in words such as cake, frame and maze.

Look in your books at home and see if you can spot any of these sounds!

ATTENDANCE is one of our school values

As a school we are striving to achieve at least 97% attendance. Unfortunately, we have not achieved this this week. Attendance is poor at the moment and must improve.

OVERALL - 92.6%

Monday - 91.9%
Tuesday - 93.2%
Wednesday - 90.3%
Thursday - 93.8%
Friday - 93.0%

Attend



Well done to 6KJ who achieved 97.2% attendance this week - you will receive Champions Breakfast next week!



This Week's Subject: Science

At Wellesbourne, scientific enquiry is at the core of our science lessons from EYFS to Year 6. Our **intention** is for our children to develop an intrinsic desire to question the way the world around them works. We want our children to **remember more, understand more and do more.**

Science is a unique opportunity for children to explore, discover and investigate the world around them. When learning about everyday materials, Year 1 investigated which materials were waterproof. When carrying out their investigation, children considered how they as scientists can ensure that the test was fair.



Please follow us on X (formerly Twitter)!

NEW!

Please follow our brand new account for all things reading!

Reading Account - @WellesBooks

Whole School Account - @WellesbourneSch

Nursery - @WellesbourneNur Reception - @WellesbourneRec

Y1 - @WellesbourneYr1 Y2 - @WellesYear2

Y3 - @WellesbourneYr3 Y4 - @WellesbourneYr4

Y5 - @WellesbourneYr5 Y6 - @Yr6Wellesbourne



Pupil Council

This week, some of our Pupil Council took part in the 'Your Mental Health Matters' School Parliament discussion at the Town Hall. Members of Liverpool City Council also attended to hear the views and opinions of children from different schools across the city. Our Pupil Council had a wonderful time and thoroughly enjoyed contributing to the group discussions. Well done to Harlow (Y4), Franklin (Y5), Annie (Y6) and Ruby-Mae (Y6).



TTRS AND NUMBOTS WINNERS THIS WEEK

TTRS

Most correct answers: Jimmy C Y6 - 1,573

Most coins: Jimmy C Y6 - 14,198

Improved speed: Emily JC Y4 - Improved by 0.24 seconds

Fastest all-time speed: Chris R Y6 and Jimmy C Y6 - 0.78 seconds

Numbots

Most minutes played: Rory Z Y2 - 111 minutes

Correct answers: Rory Z Y2 - 1,869

Most coins: Rory Z Y2 - 11,125

Respect

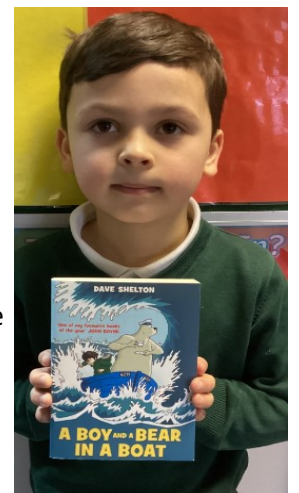


Reading Recommendation

This week, our reading recommendation comes from 4HG!

4HG recommend "The Boy and a Bear in a Boat" by Dave Shelton.

We think it is funny and the start was intriguing, as we weren't sure where the two characters were going!



NUMBOTS

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. If possible, younger ones and children with SEND are struggle to self-regulate and instead rely on others to help them. We can take 'low 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 those overwhelming 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 next to, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

Meet Our Expert

Reinger Current is a author, blogger/podcaster, special educational needs coordinator and the founder of the peer-supporting blog [Resource Blog](#), where she shares activities, advice and recommendations for parents and teachers of children with SEND.



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 fidget spinners. 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 model sharing anything you've learned with children, they should still see an experienced 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.