



Weekly Newsletter

Living to Learn, Learning to Live



REACH FOR THE STARS

13.09.24

KEY DATES

27.09.24 8:30am - MacMillan Coffee Morning

30.09.24 - School Photograph Day

W/C 14.10.24 - KS1 Stay and Learn Sessions (More details to follow)

15.10.24 - RGG Reading Meeting and Stay and Learn Session (More details to follow)

16.10.24 - RRA Reading Meeting and Stay and Learn Session (More details to follow)

W/C 21.10.24 - KS2 Stay and Learn Sessions (More details to follow)

25.10.24 3:15pm - Finish for half term

Hello Parents and Carers!

We've had another action-packed week at Wellesbourne - this week has seen the return of our extra-curricular clubs, which have been very popular already! We have some exciting new clubs which have been added to our list, including Dance and Drama - we hope the children enjoy them and attend a wide range over the year!

To coincide with the start of clubs, this week we have had an exciting assembly to re-launch Children's University in school. Children's University enables children to collect 'credits' for clubs attended, both in and out of school, across the academic year.

Children in Years 2 and 6 who gain enough credits then have the opportunity to graduate at Liverpool University each July - we also celebrate our Y1, 3, 4 and 5 children's achievements in school via a special assembly which parents are invited to!

To keep track of the credits, parents can purchase a Children's University passport which can be stamped by clubs children attend outside of school. Please speak to the school office or your child's class teacher for any further information - we'd love to have even more children graduating this year!

A reminder that School Photograph Day will take place Monday 30th September - if you have more than one child in school, please ensure you let us know if you would like a photo of your children together by Wednesday 25th September.

Have a lovely weekend!

Effort



Cooperate



THIS WEEK IN PSHE

This term in PSHE we are looking at Relationships. This involves families and friendships, safe relationships and respecting ourselves and others. This links well with our Autumn 1 value focus, RESPECT. Alongside this, we have been talking about our new Behaviour Curriculum with the children, and how we can show respect for ourselves and others. We are having a huge focus on saying 'please' and 'thank you' and holding the doors open for people this half term - in KS1 Story Assembly on Thursday we read a lovely book called 'Mind Your Manners'. The children came up with super ideas for how we can show our manners and be kind to others! Well done Years 1 and 2!

Year One Phonics

This week in Phonics

This week in Phonics, Year 1 have been revising Phase Three sounds. We have looked at:

th: this, that, thin, thick
ng: ring, song, long, wing
nk: sink, pink, link, blink

Can you read this sentence?
The pink bird with the thin wing sang that long song.

Keep practising at home - look out for these sounds in your reading book!

ATTENDANCE is one of our school values

As a school we are striving to achieve at least 97% attendance. It is a shame that, in only the second week back, we have only achieved this one day this week. It is extremely important children attend school every day.

OVERALL - 96.2%
 Monday - 95.3%
 Tuesday - 97.1%
 Wednesday - 95.8%
 Thursday - 95.1%
 Friday - 95.7%

Attend



We had eight classes with over 97% this week - well done RGG, 1GA, 1PP, 2MB, 3CY, 3OK, 6KJ and 6MC!

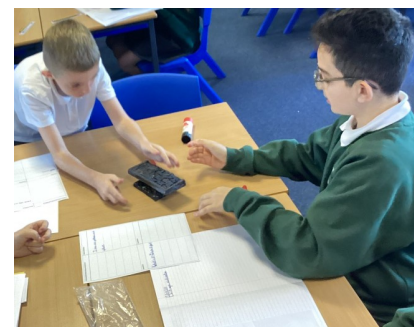
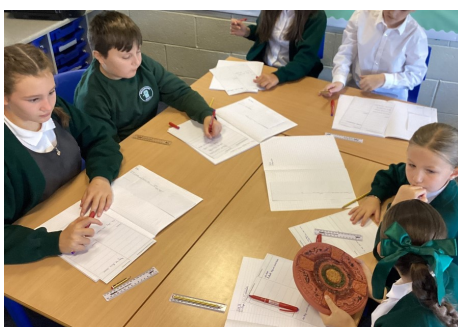
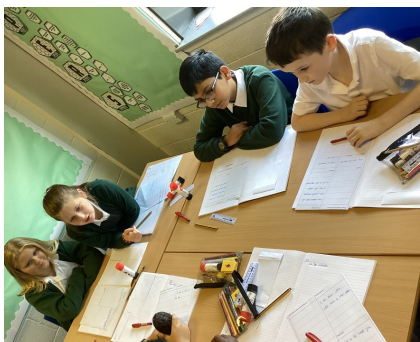
RGG, 6KJ and 6MC had the highest attendance and will receive Champions' Breakfast!



History

The aim of History teaching here at Wellesbourne is to stimulate the children's interest and understanding about the life of people who lived in the past - both in Britain and in the wider world. We teach children about historical change; the diversity of societies; the relationships between different groups and chronology. Through this, they develop a sense of identity and a cultural understanding based on their historical heritage. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of chronological understanding, historical enquiry, analysis, interpretation and problem-solving.

This week, Year 6 have been exploring a range of primary and secondary sources in their enquiry lesson in History. They have written a hypothesis, trying to work out how the objects link to their new topic. They'd make great detectives!



Social Media Platforms

Please follow us on X (formerly Twitter)!



Reading Account - @WellesBooks
Nursery - @WellesbourneNur
Y1 - @WellesbourneYr1
Y3 - @WellesbourneYr3
Y5 - @WellesbourneYr5

Whole School Account - @WellesbourneSch
Reception - @WellesbourneRec
Y2 - @WellesYear2
Y4 - @WellesbourneYr4
Y6 - @Yr6Wellesbourne

We also have a Facebook Page, follow us at Wellesbourne Primary and Nursery School.



TTRS AND NUMBOTS WINNERS THIS WEEK

TTRS

Most correct answers: Nancy C Y4 - 1,916

Most coins: Ilyas MB Y3 - 11,084

Improved speed: Jack M Y6 - Improved by 0.12 seconds

Fastest current studio speed: Anton C Y5 - 0.78 seconds

Numbots

Most minutes played: Ilinca R Y1 - 71 minutes

Correct answers: Ilinca R Y1 - 484

Most coins: Ilinca R Y1 - 2,754

Respect



NUMBOTS

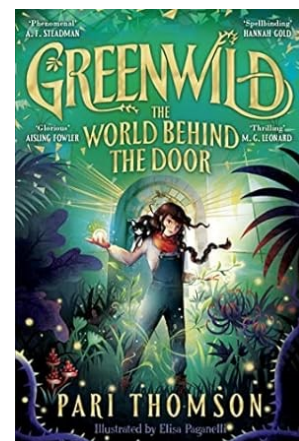
CURRENTLY READING...

In school, every class dedicates 15 minutes a day to reading for pleasure from a carefully-crafted reading spine. This allows children to explore new worlds, builds imagination and develop a lifelong love for books!

4CM are reading 'Greenwild: The World Behind the Door' by Pari Thomson.

This exciting story follows Daisy Thistle-down, a brave and curious girl, who discovers a hidden world full of plants, creatures, and magic right behind an ordinary-looking door.

This book is perfect for children who enjoy stories about nature, fantasy, and strong heroes. If you like Alice in Wonderland or The Chronicles of Narnia, you're sure to love Daisy's adventure!



What Parents & Educators Need to Know about WORRY AND ANXIETY

Worry and anxiety are common emotions experienced by children, often triggered by uncertainty or fear. While worry involves concern about future events, anxiety is a persistent feeling of dread or apprehension. Current statistics indicate a rising prevalence of anxiety disorders among children, and this guide has some expert advice on understanding and addressing these concerns.

UNDERSTANDING WORRY AND ANXIETY

Worry and anxiety are emotional responses to stress or uncertainty. Worry is typically associated with potential misfortune, while anxiety is characterised by feelings of fear, apprehension or unease. Both can manifest physically through symptoms such as restlessness, fatigue or muscle tension. Understanding the distinction between worry and anxiety is crucial for effectively addressing these concerns in children.



DIFFERENTIATING WORRY FROM ANXIETY

While worry and anxiety share similarities – in that they both involve concerns about possible trouble – anxiety tends to be more constant and overwhelming. Worry may come and go depending on circumstances, whereas anxiety can linger regardless of the situation. It's essential to recognise when the former crosses into the latter, as anxiety can significantly impact a child's daily functioning and wellbeing.



WHAT ARE THE RISKS?

LONG-TERM CONSEQUENCES

Untreated worry and anxiety in childhood can have potentially lifelong impacts on a person's mental health and wellbeing. Chronic anxiety may increase the risk of developing anxiety disorders, depression or other mental health conditions later in life. Additionally, unresolved worry and anxiety can negatively impact self-esteem, confidence and overall resilience. It's essential to address these concerns proactively and provide appropriate support and intervention.

THE IMPACT ON CHILDREN

Excessive worry and anxiety can have profound effects on children's mental and emotional health. It may interfere with their ability to concentrate, sleep or participate in daily activities. Chronic worry and anxiety can also lead to physical symptoms such as headaches, stomach aches or difficulty breathing. Left unchecked, these concerns can escalate and potentially contribute to the development of anxiety disorders later in life.

THE EMOTIONAL TOLL

The emotional impact of worry and anxiety on children can be significant, affecting their overall quality of life and wellbeing. Children experiencing chronic worry or anxiety may feel overwhelmed, irritable or helpless. They may also withdraw from social activities or avoid situations that trigger their anxiety, leading to feelings of isolation or loneliness. Addressing these concerns early can help prevent long-term emotional distress and promote healthy coping strategies.

ACADEMIC & SOCIAL IMPACTS

Impacts on the academic performance and social interactions of children and young people are very possible. Frequent worry or anxiety may impair concentration, memory and problem-solving skills, making it difficult for children to succeed in education. Anxiety can also hinder social development by causing children and young people to avoid social situations or to struggle with communication and interpersonal relationships, potentially leading to feelings of isolation or exclusion.

Advice for Parents & Educators

ENCOURAGE OPEN COMMUNICATION

Parents and educators can foster a supportive environment by encouraging children to express their worries and anxieties openly. Actively listening and acknowledging young people's emotions can help them feel understood and supported, reducing the situation's intensity. Creating opportunities for regular check-ins and discussions about one's feelings can promote healthy coping strategies and strengthen communication bonds.

TEACH COPING STRATEGIES

Empowering children with effective coping strategies is essential for managing worry and anxiety. Encourage the use of relaxation techniques such as deep breathing, mindfulness or progressive muscle relaxation to calm anxious thoughts and promote a sense of composure. Additionally, teaching positive self-talk and problem-solving skills can help children develop resilience and confidence in managing challenging situations.

CREATE A SUPPORTIVE ENVIRONMENT

Parents and educators play a crucial role in creating a supportive environment that promotes emotional wellbeing. Establishing routines, providing predictability and offering reassurance can help reduce anxiety and create a sense of security for children. Foster a culture of empathy and understanding, where children feel safe enough to express their emotions and seek support when needed.

SEEK PROFESSIONAL HELP

Recognising when to seek professional help is vital for addressing significant or persistent worry and anxiety in children. If worry or anxiety significantly impacts a child's daily functioning, interferes with their relationships or academic performance, or causes significant distress, it may be necessary to consult with a mental health professional. Early intervention can prevent long-term consequences and promote positive outcomes for children's psychological wellbeing.

Meet Our Expert

Adam Gibb is Associate Vice Principal for Personal Development at Penistone Grammar School and works on a secondment one day a week for Minds Ahead, which collaborates with schools on improving their mental health provisions.



#WakeUpWednesday

The National College