



Weekly Newsletter

Living to Learn, Learning to Live

REACH FOR THE STARS

06.12.24

KEY DATES

10.12.24 - KS1 Christmas Performances

11.12.24 - EYFS Christmas Performances

12.12.24 - LKS2 Christmas Performances

13.12.24 - UKS2 Christmas Performances

18.12.24 - Christmas Fair

19.12.24 - Christmas Parties

20.12.24 2pm - Finish for Christmas

06.01.25 8:45am - Return to school for Spring Term

Hello Parents and Carers!

Christmas has landed at Wellesbourne!

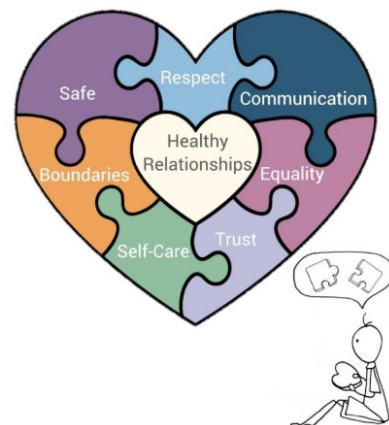
This week has seen the start of our festivities in school. We have transformed our library into a Winter Wonderland, had our Christmas Dinner day in school and today - on Christmas Jumper Day - Y3-6 have been to the Theatre Royal in St Helens to watch Snow White and the Seven Dwarves! We all had a fantastic time and the children's behaviour was brilliant - they represented our school really well!

Next week, we are looking forward to welcoming parents and carers into school for our Christmas Performances. Please attend the performance listed on your ticket and bring your ticket with you - the performances will be very busy and we cannot accommodate additional people, prams etc due to space restrictions. Across the performances, we will draw our school raffle - don't forget to buy your tickets! We have some great prizes on offer! There will also be an opportunity to buy raffle tickets for the Chocolate Raffle on the day.

Enjoy the weekend!
Miss Howard

THIS WEEK IN PSHE

This week in assembly, we talked about peer pressure and how we can be individual. We talked about how we don't need to follow the crowd and we should celebrate everyone's uniqueness! In PSHE we have continued our focus on relationships and respect. We have discussed safe relationships and how it is important to respect ourselves as well as others.



Year One Phonics

This week in Phonics

This week Year 1 have been learning the 'wh' (when, whisker), 'ph' (dolphin, phonics) 'ew' (screw, new) and 'oe' (toe, goes) sounds.

We have mnemonics from our Phonics scheme, Essential Letters and Sounds, to help us remember these sounds:

'wh': whip with the whisk
'ph': photo on a phone
'ew': the crew flew
'oe': tiptoe past the doe

See if you can spot these sounds in your reading books!

ATTENDANCE is one of our school values

As a school we are striving to achieve at least 97% attendance. We were close to this on Thursday, but not quite there. Please ensure your child is in school, on time, every day.

OVERALL -

Monday - **95.8%**
Tuesday - **93.8%**
Wednesday - **95.1%**
Thursday - **96.2%**
Friday - **96.0%**

Well done to 2EB, 3OK and 4CM who had over 97% attendance this week. As the classes with the highest attendance, 2EB and 4CM will receive Champions Breakfast next week!

Effort



Cooperate



Attend





Honest



SPOTLIGHT ON...

Geography

Wellesbourne's Geography curriculum intends to develop pupils' curiosity and fascination about the world and its people. Children explore a variety of places – both in Britain and overseas – to assist in developing their knowledge, vocabulary and understanding of our Earth's physical and human processes. We are committed to providing children with plenty of initial opportunities to investigate and make enquiries about their local area of Norris Green and Liverpool – so that they can develop of real sense of who they are, their heritage and what makes their local area unique and special.

Year 2 sorted physical and human features of different continents.



Year 6 explored our most important industries and used an atlas to locate the UK's National Parks.



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: Holly BC Y6 - 7,045

Most coins: Khloe S Y5 - 51,969

Improved speed: Leighton V Y4 - Improved by 2.46 seconds

Fastest current studio speed: Luca E Y6 - 0.62 seconds

Numbots

Most minutes played: Archie M Y3 - 34 minutes

Correct answers: Jayden M Y6 - 1,272

Most coins: Jayden M Y6 - 6,360

Respect



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!

5CL recommend "The BFG" by Roald Dahl.

"We look forward to the time of the day when we can read and enjoy this classic novel together. Adventurous, exciting, hilariously-amusing; it has it all! We can't wait to see where Sophie's adventure will take us next!"



What Parents & Educators Need to Know about MENTAL HEALTH & WELLBEING APPS

WHAT ARE THE RISKS?

When looking at options for supporting a child's mental health, the sheer volume can be overwhelming. There are many wellbeing apps available, but unfortunately not all are trustworthy. It's important to evaluate which resources are suitable, reliable and effective. This guide lets you know what to consider before installing such an app, to determine just how useful it's going to be.

QUALITY & RELIABILITY

Mental health apps can be a useful starting point when looking for wellbeing advice and strategies and can be a useful extension to the in-person services available. However, they aren't a substitute. Information on the quality of some of these apps is scarce. They may look cute and child-friendly, but have they been designed by a mental health professional? Furthermore, do they have research to back up their content?

PLACE RESPONSIBILITY ON CHILDREN

Some apps add the words 'kids' or 'children' to their title or use cartoon icons to make them more appealing to young people. When signing up for some of these apps, some will speak to the parent directly, saying something along the lines of "your child is good to go, let them take it from here". It's important to remain involved in the child's mental health journey, so regular check-ins are recommended.

DISREGARDING APPROPRIATE SUPPORT

Young people who feel anxious and have trouble sleeping may download a mindfulness app to help. While this is a good strategy initially, it's not addressing the root of the problem. A child could simply try managing these symptoms themselves (as opposed to speaking out and seeking professional help), which could potentially worsen their anxiety in the long run.

LACK OF PERSONALISATION

Mental health or wellbeing apps are useful tools for the short term, teaching users several helpful habits to manage their condition – such as keeping an illness diary, improving nutrition and practising mindfulness exercises. As every person is unique – and children especially will grow and develop in different ways – these apps struggle to tailor themselves to users' individual needs. For example, many apps don't distinguish between the ages of users and can offer extremely generic advice.

DATA SECURITY

As with any other app – not just those for mental health and wellbeing – it's wise to check out the privacy policy before downloading it. Some of these applications may share data with third parties for numerous reasons (such as targeted advertisements), and if a user is sharing personal and sensitive information within the app, they probably don't want it ending up elsewhere without their consent.

IN-APP PURCHASES

Many apps will provide their most basic features for free but will require you to pay for other aspects – such as a more tailored experience or access to additional resources. This could be a one-off fee or a regular subscription. Consider whether this is actually required, is it benefiting the child, or could they receive the same support from a medical professional?

Advice for Parents & Educators

CHECK THE CREDIBILITY OF THE APP

Before you download a mental health and wellbeing app, investigate the developers. Have they consulted with qualified mental health professionals to create their resource? Also check whether the app is affiliated with any government or mental health organisations, as these are solid indicators of legitimacy. Reviews can also be a useful signpost to the app's quality. There are many good apps out there, but there are just as many that miss the mark.

READ THE PRIVACY POLICY

Look into the app's terms of service – especially its privacy policy. Do so by yourself first, then go over it with the child who is considering using the app, to ensure they know what data will be collected and how exactly it will be used. Use all of this information to make an educated decision on whether or not to download that particular app.

SEEK PROFESSIONAL SUPPORT

Trusted mental health and wellbeing apps designed by qualified, reputable organisations can be used alongside the personalised advice and support of fully trained professionals. These apps should never be considered a substitute for counselling or other tailored medical help. If you have real concerns about a child's mental wellbeing, you should seek appropriate advice from a suitable source, such as their GP – or Childline, who can be contacted by calling 0800 1111.

ENCOURAGE OPEN COMMUNICATION

Mental health and wellbeing apps can be useful for writing down feelings, tracking your own health and other such activities. These can help if the problem is short-term and temporary – such as a child getting stressed about approaching exams – or if you're currently waiting for professional support. Nonetheless, it is important that children aren't solely reliant on the app and have a safe space to talk about their feelings and experiences in the real world.

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