



# Weekly Newsletter

Living to Learn, Learning to Live

## REACH FOR THE STARS

01.05.2026

### KEY DATES

05.05.26 - 4SM Swimming

06.05.26 - Reception Family Assembly

W/C 11.05.26 - Y6 SATs Week

12.05.26 (and every Tuesday until 16.06.26) - 4CM Swimming

19.05.26 9am - Nursery Stay and Play

22.05.26 3:15pm - Finish for half term

08.06.26 8:45am - Return to school for Summer 2

17.06.26 - Year 1 Family Assembly

### Hello Parents and Carers!

This week, we welcomed Year 3 parents and carers into school to watch their year group's Family Assembly. The children did a brilliant job of sharing their learning from this year so far and did some amazing singing! Well done Year 3!

Please can we take this opportunity to remind parents and carers of the following messages regarding the school site before and after school:

- Children or adults are not allowed to ride bikes or scooters on the school grounds at any time. Please ensure bikes or scooters are pushed if they are on the school ground and only used outside of the school gates.

- Children or adults are not allowed to use the trim trail before or after school. The trim trail can only be used during the school day when it is supervised by a member of staff.

- We hold lots of after-school clubs, many of which are outdoors in the Summer Term. Please can we ask that children and adults leave the school site at the end of the day so that these clubs can be started promptly. Children should not be playing football on the playground after school.

We thank you for your co-operation with this; all of these things are to help us keep the school community safe.

**Have a lovely weekend!**

**Miss Howard**



### THIS WEEK IN ASSEMBLY

This week in PSHE assembly, we were lucky enough to welcome our friends from Christ Church to deliver our assembly. The theme of Christ Church's assemblies this year has been 'God is...', with each assembly focusing on a different Bible story. In this week's assembly, the children learnt about how God is JUST. We talked about how justice is similar to fairness and ways God shows this.

EYFS and KS1 were also lucky enough to have somebody different delivering their assembly this week - our very own Mr Lewis! Mr Lewis' assembly was all about British Values, what these mean and how we can demonstrate these.

**Year One Phonics**

This week in Phonics, Year 1 have been revising Phases 3, 4 and 5 with a focus on blending.

Can you sound out and blend the following real and alien words?  
 real: golf, string, swift, chimp  
 alien: grig, blost, crind, dreep

Can you read the following sentence containing compound words?  
 The seagull at the seaside went to the windmill with the butterfly.

Keep working hard by reading your home readers and library books!

### ATTENDANCE is one of our school values

As a school we strive to achieve at least 97% attendance. As you can see below, once again the pattern of attendance being worse before/ after the weekend is noticeable. Children must attend school every day, this is a parent's legal responsibility.

**OVERALL - 93.2%**  
 Monday - 89.6%  
 Tuesday - 93.2%  
 Wednesday - 94.1%  
 Thursday - 94.9%  
 Friday - 91.0%



No class had over 97% this week, so no classes will receive Champions' Breakfast next week.

**History**

The aim of History teaching here at Wellesbourne is to stimulate the children's interest and understanding about the lives of people who lived in the past, in both 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.

Children learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. In our school, History makes a significant contribution to Citizenship education by teaching about how Britain developed as a democratic society. 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.

Honest



Effort



Year 4 have been learning about life in Anglo-Saxon Britain. This week, they looked at what their homes were like.



Year 2 have been on a History hunt this week to learn more about some of the people who were on board the Titanic.



Year 6 have been learning about the role of women during WW2. They looked at jobs women did before, during and after the war, and how this changed attitudes towards women in the workplace.

Year 5 had a great time on their trip to The Museum of Liverpool and The Old Dock. They learned a lot about what Liverpool was like in the 1700s and completed a scavenger hunt in the museum all about Liverpool's docks through history.



**TTRS AND NUMBOTS WINNERS THIS WEEK**

**TTRS**

- Most correct answers:** Luke S Y4 - 5,893
- Most coins:** Poppy H Y6 - 100,165
- Improved speed:** Annabelle S Y4 - Improved by 3.24 seconds
- Fastest current studio speed:** Luke S Y4 - 0.38 seconds

**Numbots**

- Most minutes played:** Nancy J Y1 - 51 minutes
- Correct answers:** Quintin H Y2 - 645
- Most coins:** Isabella-Rose M Y2 - 4,543



**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!

**This week's recommendation comes from 2EB!**  
2EB recommend 'Pinocchio' by Michael Morpurgo.

2EB say, "It's funny and really exciting; we couldn't wait to find out what happened next at the end of each chapter. We loved this book and it was the longest book we have read so far - it had 265 pages!"

We loved finding out how many more pages we had left each day. We would give this book 10/10 and hope you enjoy it as much as we did!"





# THE WORRY LOOP IN CHILDREN

www.SocialWorkersToolbox.com

## WHAT IS HAPPENING

The brain is trying to protect your child. But the way it does this can trap them in a worry loop.

## WHAT IS A WORRY LOOP?

A worry loop happens when a child gets stuck thinking about something bad that might happen.

The thought keeps going round and round, and each time it feels more real and more scary.



## COMMON SIGNS IN CHILDREN

- Asking the same question again and again
- Avoiding school, sleep, or activities
- Saying "what if" often
- Needing constant reassurance
- Trouble sleeping
- Physical complaints like headaches

## HOW IT USUALLY LOOKS



## WHAT KEEPS THE LOOP GOING?

- Too much reassurance
  - Avoiding the worry
  - Trying to remove all uncertainty
  - Adults "fixing" the problem straight away
- These help in the moment but teach the brain the worry is dangerous, so it keeps coming back.

## WHAT HELPS BREAK THE LOOP

- Name the worry  
"That sounds like a worry, not a fact."
- Stay calm and steady  
Children borrow your calm.
- Limit reassurance  
Answer once, then gently repeat:  
"We have talked about this. What do you think?"
- Allow some uncertainty  
"We cannot be 100% sure, and that is okay."
- Encourage facing fears (step by step)  
Small, manageable steps build confidence.
- Focus on coping, not removing worry  
"You can handle this feeling."

## HELPFUL PHRASES TO USE

- "That sounds like your worry talking."
- "What could you do if that happened?"
- "You have managed this before."
- "Let's be brave together."

## WHAT YOUR CHILD NEEDS MOST

- Calm, not panic
- Support, not rescue
- Confidence, not certainty



## REMEMBER

Worry is a normal part of growing up. Avoiding fears keeps worry strong. Facing fears, step by step, helps it shrink.



Children learn best when they face fears with support - not when fears are removed.