



Weekly Newsletter

Living to Learn, Learning to Live



REACH FOR THE STARS

24.05.24

KEY DATES

10.06.24 - Return to school for Summer 2

10.06.24 - Y5 VIBE Outdoor Session 3

14.06.24 - Y3 Martin Mere Trip

18.06.24 - Y1 Sports Day

19.06.24 - Reception Family Assembly

24.06.24 - Y2 Sports Day

26.06.24 - KS2 Sports Day

28.06.24 - Reception Sports Day

04.07.24 10am - New to Reception Meeting

09.07.24 9:15am - New to Y1 Meeting

15.07.24 - 17.07.24 - Y6 Residential

18.07.24 9:15am - EYFS/KS1 Awards Assembly

19.07.24 9:15am - KS2 Awards Assembly

22.07.24 - Y6 Leavers' Assembly

23.07.24 2pm - Finish for Summer

Hello Parents and Carers!

This week has been another busy one. On Tuesday, our Year 5 children attended Day 2 of their VIBE trip. This is linked to the Lord Mayor's Award, which all of our Year 5s have the chance to achieve. They had a great time and behaved extremely well - well done Year 5! The final day trip will take place on Monday 10th June, which is our first day back after half term.

On Wednesday it was Year 1's turn to share their learning with parents and carers by delivering their Family Assembly. They did a fantastic job - Wellesbourne definitely have our very own version of The Beatles!

After half term, there are a few changes to PE days. On PE day, your child should wear their PE kit to school (NOT their own clothes or a football kit). PE days for Summer 2 are as follows:

- Reception - Friday
- Year 1 - Tuesday
- Year 2 - Monday
- 3CM - Monday
- 3OK - Thursday
- Year 4 - Wednesday
- Year 5 - Thursday
- 6MC - Tuesday
- 6KJ - Wednesday

Have a lovely half term holiday - we re-open on Monday 10th June at 8:45am!

THIS WEEK IN PSHE

In PSHE assembly this week, we have focused on what affects our feelings and appropriate ways to express our feelings. We have also been thinking about what affects our mental health, and how we can make sure we take care of it. This has linked into our PSHE sessions in class, where teachers have been focusing on both physical and mental health.

Ways to Express Emotions

MOVE - WRITE - TALK	CHOOSE someone to talk to.	THINK about what you want to say.	BE PRECISE in your speech.
	DESCRIBE your feelings.	WRITE what you'd like to say next time!	SHARE (if you want).
	RUN a lap or two.	JOIN a sport or team.	DANCE to music that matches the emotion.

Effort



Cooperate



Year One Phonics

This week in Phonics

This week in Phonics, Year 1 have been revising their previous learning in preparation for the Phonics Screening Check after half term.

We have focused on looking closely at words to check if they contain a digraph or a blend of letters.

Can you read these alien words?
spron, florn, gromp, trag, glarf, pard, braft

Keep working hard practising your sounds and reading your home reader!

ATTENDANCE is one of our school values

As a school we are striving to achieve at least 97% attendance. Unfortunately, after a better week last week, attendance has dropped again this week. It is extremely important children attend school on time every day.

OVERALL - 93.0%
 Monday - **92.9%**
 Tuesday - **94.3%**
 Wednesday - **94.6%**
 Thursday - **93.3%**
 Friday - **89.9%**

Attend



Well done to 2EB who achieved 97.6% attendance and so will get Champions' Breakfast in the first week back. Two weeks in a row!!



This Week's Focus: Outdoor Learning

Our children love learning outdoors! We are very lucky to have great grounds surrounding our school building for the children to learn in, and take advantage of these as much as we can. We also take children out every week on our Wellbeing Walks, attend lots of tournaments and competitions and have a huge focus on providing trips which take place outdoors.

This week, Nursery have been undertaking lots of outdoor learning. They have grown cress in the garden, made dens and read in the sun!

Year 5's outdoor VIBE trips have been lots of fun so far. They have taken part in orienteering, made s'mores and had a go on a slack line!



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: Chris R Y6 - 1,377

Most coins: Tallulah F Y4 - 9,981

Improved speed: Zoya F Y4 - Improved by 5.94 seconds

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

Numbots

Most minutes played: Athena CF Y1 - 55 minutes

Correct answers: Athena CF Y1 - 512

Most coins: Lilah FB Y2 - 2,719

Respect



Reading Recommendation

This week, our recommended read comes from UKS2 Book Club!

We meet every Wednesday to read the book we voted for at the start of this half term, 'Crater Lake' by Jennifer Killick. It is a book about a Year 6 class on a residential where things start to get very creepy and go wrong...



NUMBOTS

10 Top Tips for Parents and Educators

ENCOURAGING HEALTHY FRIENDSHIPS

Navigating the complexities of childhood and adolescent friendships can be challenging – but with the right guidance, children and young people can cultivate meaningful, supportive relationships, some of which may last for many years. These top tips provide a comprehensive approach to fostering healthy friendships among children and young people. It's important to remember, however, that each child is different, and will require an individual approach to relationship support.

1 GRANT FRIENDSHIP OPPORTUNITIES

Encouraging children and young people to join extracurricular activities can foster healthy friendships by providing shared interests and common ground. Engaging in these activities offers a platform for interaction, shared experiences, and the social pleasure of knowing what to say, and helps children develop meaningful connections.

2 LEAD BY EXAMPLE

The children and young people in our lives see how we behave, the connections that we've made and the interactions between us and others. When we model healthy friendships, we set an example and help youngsters to understand what healthy friendships look like and how to navigate them.

3 HELP THEM LOVE THEMSELVES

Healthy friendships aren't just about dynamics with other people. They're about our relationship with ourselves. For mental wellbeing, it's important for a child to have the space to build their self-esteem and a positive self-image, as these factors can have a positive influence on the friendships they form throughout life.

4 MONITOR SCREEN TIME

Too much screen time can affect some children's wellbeing in general, but it can specifically impact friendships if it results in fewer positive social interactions. In some cases, reducing screen time and encouraging children and young people to find ways to interact face-to-face can have positive results. It's also important to remember that young people can make positive friendships online, but they will require support to do this safely.

5 TEACH PROBLEM-SOLVING

Inevitably, friendships can run into problems. However, this is also an opportunity to support children and young people to work through any difficulties that may arise. It can be helpful to intervene and try to fix these issues, for those involved, but help them consider ways of resolving conflict or managing difficult situations for themselves can help them create stronger friendships.

6 EMPOWER THE CHILD

When we give children and young people the confidence to choose their friends, navigate interpersonal boundaries and consider how they want to interact with the different people around them, we empower them to take control of the friendships they have. When young people feel in control of these things, they're more likely to make positive choices and remove signs of the signs of a negative relationship.

7 TEACH EMPATHY

Healthy friendships aren't always easy or perfect. Sometimes, disagreements can happen. When we teach children and young people to have empathy, we help them to see both sides of a relationship, to be respectful of the challenges a friend might be facing or what else they might be going on. This can help children and young people to build stronger friendships.

8 BE OPEN TO QUESTIONS

Talking to young people about their friendships, who they spend time with and who they like best will not appear as clear as questions if they have concerns. Initially, these queries may be straightforward, but if we are receptive to discussion from the outset, young people are more likely to come to us for help when they are older as well.

9 UNDERSTAND BOUNDARIES

One of the keys to a healthy friendship is ensuring boundaries. This can include anything from respecting personal space and belongings to acceptable language and behaviour. Understanding the importance of setting these limits and explaining these set by others can help children stop themselves if young people figure out their boundaries and feel comfortable explaining them, they're more likely to call someone out if they go too far.

10 SPOT THE SIGNS

We can't always supervise young people ourselves, so we need to step back and give them some space. However, it's important to consider any indications that they may be struggling in their friendships. Are they becoming increasingly withdrawn? Does their behaviour start when they've been with their friends? Are they becoming withdrawn or reluctant to take part in certain activities? These could all be signs that they're having things difficult, and we should remain alert to such changes.

Meet Our Expert

Becky Johnson is an experienced educator who has worked in primary and secondary schools for 20 years. She is a facilitator, consultant and coach working with young people and the adults who work with them, with a focus on developing understanding and skills around mental health, wellbeing and safeguarding.



#WakeUpWednesday

The National College