



# Weekly Newsletter

Living to Learn, Learning to Live

## REACH FOR THE STARS

25.10.24

### KEY DATES

04.11.24 8:45am - Return to school for Autumn 2

05.11.24 (and every Tuesday until 03.12.24) - 6KJ Swimming

06.11.24 - Lockdown Practice

12.11.24 - Y3 and 4 Altru Drama Workshops

14.11.24 - Y5 and 6 Altru Drama Workshops

14.11.24 - School Discos

W/C 18.11.24 - Parents Evening Week (More details to follow after half term)

04.12.24 - EYFS Open Day

06.12.24 - KS2 Theatre Trip

W/C 09.12.24 - Christmas Performances

18.12.24 - Christmas Fair

20.12.24 2pm - Finish for Christmas

### Hello Parents and Carers!

After eight weeks in school, we have reached the end of the Autumn 1 term! The children have settled fantastically into their new year groups and class teachers have been really impressed! Our Stay, Play and Learn sessions over the last two weeks have been extremely popular and were a lovely way to end the half term - we hope you have all enjoyed them! Thank you for such fantastic attendance; the children loved having you in school.

Yesterday, your child will have brought a letter about our Lockdown Procedures home from school. This is something we are required to practise once per year with the children and will be treated very similar to a fire drill - please be assured it is nothing to worry about and will be done very calmly with the children. If you have not received a copy of the letter, please speak to the school office.

To the left, you will find lots of key dates for next half term. Further information will be sent out after half term regarding these, starting with Parents Evening information in the first week back.

**We finish today at 3:15pm for the half term break - have a lovely week off!**

Effort



Cooperate



### THIS WEEK IN PSHE

This week, we have been talking to the children about respecting ourselves and others. We have also been focusing on developing resilience, and how we should keep going even when things seem tough. In KS1 Assembly, we read a book called 'The Dot' by Peter Reynolds. The Dot focuses on a child who thinks she is 'rubbish at art', and how, with help from her teacher, she gains confidence and resilience to keep going. We talked about instead of saying 'I can't do it' we can say 'I can't do it...YET!'. You may have seen this quote up in our school foyer - we will be focusing on this a lot alongside Growth Mindset after half term!



### 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 on any day this week, with Monday and Friday particularly low.

**OVERALL - 94.5%**  
Monday - 92.1%  
Tuesday - 94.9%  
Wednesday - 93.6%  
Thursday - 93.7%  
Friday - 91.3%

Attend



We had two classes with over 97% this week - well done 1PP and 6MC! You will receive Champions Breakfast on the first day back!

### Year One Phonics

#### This week in Phonics

This week Year 1 have been revising Phase Four and blending consonants at the beginning of words.

These are known as CCVC (consonant, consonant, vowel, consonant) words, e.g. stop, plan, flat, spin.

We have also looked at the suffix -ed e.g. waited, pointed, looked, picked.

Can you spot the consonant clusters in this sentence?

The frog jumped in the pond and swam with the crab.

Look out for these sounds in your reading book!



## Poetry Week

This week in school has been Poetry Week! Although our Writing scheme has elements of poetry weaved throughout, we wanted to supplement this by giving teachers an opportunity to focus specifically on giving the children the chance to develop a love of poetry. In their English lessons this week, the children have been analysing, discussing and performing a variety of poems, as well as having the chance to write their own. It has been great to hear them as you walk through the school! Below are some photographs of some of the work produced this week and the children in action - there are even some videos of the children performing on their year group X accounts listed below!



### 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:** Daniel O Y4 - 12,940  
**Most coins:** Daniel O Y4 - 118,996 (WOW!!)  
**Improved speed:** Jack B Y4 - Improved by 3.27 seconds  
**Fastest current studio speed:** Luca E Y6 - 0.77 seconds

Respect



#### Numbots

**Most minutes played:** Jaxson J Y1 - 27 minutes  
**Correct answers:** Jaxson J Y1 - 336  
**Most coins:** Jaxson J Y1 - 2,257

# 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!

**Reception have been reading lots of lovely books this half term and would love to share one of their favourites with you!**

"One of our favourite books we have read is Saving Mr Hoot by Helen Stephens. We love this story about a boy who makes friends with an owl that nobody else can see. Ben is determined to save the owls; it is very exciting!"





# 10 Top Tips for Parents and Educators

## SUPPORTING YOUNG PEOPLE TO BUILD EMOTIONAL RESILIENCE

With increasing societal pressures, many children struggle with managing emotions, facing challenges and processing failure in a healthy way. This is why building emotional resilience in young people is vital for their mental health and personal success. This guide provides practical strategies for parents and educators to help children develop resilience and foster confidence, adaptability and a positive mindset.

### 1 ENCOURAGE OPEN COMMUNICATION

Regularly engaging children in open dialogue fosters trust and emotional expression. Encourage them to share their thoughts and feelings freely without judgment. Set aside time daily, perhaps during dinner, to ask open-ended questions such as, "What's made you happy today?". This encourages children to express themselves openly.

### 2 MODEL POSITIVE BEHAVIOUR

Children often learn how to manage emotions by observing adults. By modelling calm and positive responses to challenges, you can teach them valuable emotional management skills. If you've had a difficult day, verbalise how you're feeling and explain how you plan to handle it, such as "I'm a bit worked-up, so I'm going for a walk to clear my mind."

### 3 TEACH PROBLEM SOLVING SKILLS

Helping children break down challenges into manageable steps encourages a proactive mindset. Explain that every problem has a solution, even if it's not immediately obvious. For example, if a child is stuck on homework, support them in breaking the task into smaller steps, saying things like "Let's focus on just this first question for now."

### 4 FOSTER A GROWTH MINDSET

Encourage young people to view mistakes as learning opportunities. A growth mindset helps them see setbacks as part of the process, rather than something to be upset about. After a child loses a game or performs poorly on a test, for example, ask them what they've learned from the experience. This reinforces the idea that effort – and even failure – leads to improvement.

### 5 PROMOTE SELF-CARE PRACTICES

Teaching children about self-care helps them understand the importance of balancing work with relaxation to maintain emotional wellbeing. Parents and carers could start a screen-free hour before bedtime where the family engages in relaxing activities like reading, setting an example to the child for how to unwind.

### 6 BUILD HEALTHY RELATIONSHIPS

Strong relationships with peers and adults provide a support system that enhances resilience. Encourage positive, respectful interactions to develop social skills. Playdates or group activities can be instrumental in teaching children how to resolve conflicts with friends by modeling and practicing calm communication.

### 7 SUPPORT EMOTIONAL AWARENESS

Helping children to identify and name their emotions allows them to manage those feelings more effectively. When a child's upset, encourage them to talk to you about what they're feeling in an empathetic and supportive manner, and ask them why they might be experiencing these emotions.

### 8 ENCOURAGE INDEPENDENCE

Giving children opportunities to make their own decisions boosts confidence and problem-solving skills. A good example of this would be letting children choose and pack their own lunches for school, guiding them with options but allowing them to assume responsibility for the task to help them take ownership.

### 9 DEVELOP COPING STRATEGIES

Teaching children techniques like mindfulness, deep breathing or journaling can help them to manage stress. Show them how to perform breathing exercises when they're feeling anxious, and practise this regularly. Reinforcing this behaviour in young people will make it easier for them to use these techniques of their own accord during stressful moments.

### 10 CELEBRATE SMALL WINS

Recognising effort, no matter how small, reinforces perseverance and encourages children to keep trying. After a child completes a difficult task, makes progress on a project or reaches another type of personal goal, praise their efforts. Emphasise the hard work they've put in and be sure to let them know how proud you are!

#### Meet Our Expert

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



#WakeUpWednesday

The National College