



Woodchurch Weekly



Friday 25th October 2024

School Development

- Karry McLean from CDAT come into work with staff around Early Years, Phonics and the wider curriculum.
- Mrs Davies and Mrs McMahon carried out monitoring around provision for SEND
- Mrs Britton carried out monitoring for writing and was really impressed with the early positive impact that Ready Steady Write is having across the school.
- Mrs Davies and Mr Woods conducted a site walk to monitor health and safety.
- Mrs Glover received training from CDAT around new office systems in place.
- We were visited by Neil Dixon, CEO of CDAT and Rebekah Phillips, our Chair of Governors.
- Staff have been asked for nominations for the role of staff Governor.

Attendance Update:

We aim for regular attendance for all children.
This week we have had 92.69% attendance.
Well done to Y5 for the best attendance this week!

Extra-Curricular clubs next week

Monday Garden Club and Netball
Tuesday Forest School
Wednesday
Thursday Y4/Y5 Quiz Club
Friday

Key Dates Coming Up:

4.11.24 - School re-opens
Sunday 10th November - Remembrance Service in Church
w/b 11.11.24 Parents Evenings

Stars of the Week:

F2 Daisy
Y1 Sana
Y2 Thomas
Y3 Amelia
T4 Ryan
Y5 Kai
Y6 Evie

Special Mentions This Week!

Special Mention: Olivia (Y3) for creating her own mind map at home, inspired by her speech intervention work with Mr McManus

Evie (Y6) for showing such enthusiasm for her learning.

Lunch time Menus

	Week 1 W/C 4.11.24	Week 2
Monday	Pasta Beef Bolognese, sweetcorn, cheese and garlic bread	Pasta Beef Bolognese, sweetcorn, cheese and garlic bread
Tuesday	Hot dogs (Butchers pork sausage) served in a finger roll with wedges and beans or Sweetcorn. Vegetarian option available	Choice of Pepperoni or cheese pizza served with wedges and beans
Wednesday	Roast turkey, roast potatoes, broccoli and carrot and swede with gravy. Vegetarian option available	Roast beef, roast potatoes, broccoli, carrot and swede with gravy. Vegetarian option available
Thursday	Chicken tikka with white rice and naan bread Vegetarian option available	Breakfast Pork sausage, Scrambled egg, Mushrooms and beans Vegetarian option available
Friday	Fish and chips with beans or peas	Fish, chips beans or peas

Deli options = Wrap, Batches, Baguettes or a small roll

Fillings = Chicken, Ham, Tuna, Cheese. All salad and mayonnaise

Dessert

A choice of hot and cold homemade puddings is available every day.

A selection of cheese and crackers.

Apples, oranges, grapes. Cheese and crackers, yoghurts.

What have we been learning this week?

F2	We've been so proud of how hard F2 have worked this half-term and settled into school life, well done everyone! In Maths we sequenced amounts and the children found out about one more and one less. We printed our hands in RE and noticed that they were all unique. We recapped some of the sounds we'd learnt in Phonics recently to help children be super confident when they say each sound and hear sounds in words. In Literacy, we completed our information plans about frogs and wrote a simple sentence, for example, I am on the log.
Y1	This week children have completed their messages writing in English. In maths we have been exploring number bonds to eight and recording using various manipulatives including numicon and the part, part whole model. In Science we have sorted deciduous and evergreen trees. Whilst in art we have explored the work of Georgia Okeefe and looked closely at line, colour and form. A great week of learning Year 1
Y2	This week we have been subtracting different amounts of money in maths. We have also completed our letters to Tom warning him of the dangers at the river! Well done year 2
Y3	This week Y3 have been incredibly busy writing up their explanation texts detailing how to catch the Iron Man. They have used commas in lists, adverbs and lots of detailed description to make their writing the very best it can be. In Maths, we have continued with addition of 3 digit numbers and we have been learning how to exchange (carry over). In our Spanish lessons, we have started to learn the different names of the colours. In RE, we have been thinking about Peace and how who and what makes us feel peaceful and calm. You have worked very hard this half term Y3 and I know the change in pace has been tricky for you to get used to - but you all have produced some amazing work and should be very proud of yourselves.
Y4	This week in Year 4, we started writing our Newspaper Report! We are writing about a mysterious, large marine animal that has been spotted at the local coast! In Maths, we have learnt how to subtract two 4-digit numbers, involving more than one exchange. In Science, we explored the human and physical impacts on habitats and what this means for the animals living there. Well done Year 4 for working so hard this week! Have a fantastic half term break!
Y5	This week we became hockey players in PE. We learned how to pass the ball, dribble the ball and stop the ball. We have played lots of amazing new games in PE too. We absolutely smashed our space assessment and made Mrs. Jones very proud. We finished our final pieces of writing based on the moon in English. Finally, we created some excellent still life art work. All in all, we are very ready for half term!
Y6	This week year 6 have been writing explanation texts about animal adaptations - they have used some excellent formal language and technical word choice. In Maths we have been plotting co-ordinates on a grid, translating and reflecting shapes. In Geography we have thought about life in multi-cultural Britain and the push and pull factors for making people migrate. In PSHE we have thought about how we can recognise, get support for and give support to those affected by bullying, especially cyberbullying.

Nurture	<p>This week our morning nurture group have been finishing their narrative writing. They have tried so hard to use interesting vocabulary and have created fantastic versions of The Iron Man. In the afternoon we have been making our own interpretations of quesadillas in the style of a pizza calzone. They were very tasty and surprisingly easy to make! Over this half term we have been so impressed how the group have been looking out for others and have begun to push themselves beyond their comfort zones. Have a well-earned half term break!</p>
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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 modelling 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 secondment one day a week for Minds Ahead, which works with schools on improving their mental health provisions.



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