

Allanson Street News

9th May 2025

Our value this month is:

Resilience



Reminders

Please make sure your child is wearing the correct school uniform. Complete guidance can be found on the school website. If you have any questions regarding uniform, please speak to your child's class teacher.

Remember that we have plenty of pre-loved uniform in our Unicycle centre. If you'd like to access this service, please contact Mrs Browne or Mrs Tyrer via **Pastoral Classdojo**.



Dates for your diary

- 12th -15th May – Year 6 SATs tests

COUGHS & SNEEZES SPREAD DISEASES



COVER UP!

Coughs and sneezes spread diseases!

To help stop the spread of germs:

- Cover your mouth and nose with a tissue when you cough or sneeze.
- Throw used tissues in the rubbish bin.
- If you don't have a tissue, cough or sneeze into your elbow, not your hands.

Remember to immediately wash your hands after blowing your nose, coughing, or sneezing.



This Week's Highlights

In **Nursery** we looked back at the photographs of our trip to the farm and sequenced them to create a story map of our visit. We also listened to the story "A squash and a squeeze", developing our story sequencing skills. We also developed our maths skills by exploring how many 'animals' could fit into different sized houses.

In **Reception**, we have read the traditional tale Hansel and Gretel in Drawing Club. The children have also been busy baking gingerbread houses which they are going to decorate. The children have been learning about odd and even numbers in maths this week. We enjoyed celebrating VE day on Thursday and learning about why it is celebrated.

In **Year 1** we began our new story focussing on the baddies, we made predictions and analysed the characters. We looked at how different the climates are around the world Geography. We learned how to use the tool bar to change our typing in computing and began to produce a poster. We learned how to wash our hands properly and the reasons for this. We enjoyed celebrating VE day yesterday and learning more about what it means. We also enjoyed the visit from poet Paul Delaney.

In **Year 2** we have begun learning all about a new conservationist – Greta Thunberg! We enjoyed learning how Greta made changes happen even as a child. We have also been learning how to add 2 two-digit numbers using the column method in maths and how this method can be really helpful when we need to cross the tens boundary. We enjoyed celebrating VE day yesterday and learning more about what it means.

In **Year 3**, we have been practising pointillism techniques in art and our fielding skills in our cricket PE sessions. The children have also been working hard in maths, learning how to write fractions on a number line. We really enjoyed learning about VE day this week and had a lovely celebration yesterday afternoon.

In **Year 4** we have looked at formal and informal letters and the features of these. In maths we have continued our work on decimals, comparing and ordering them, and we have worked hard on our sketching skills during our art lesson, drawing birds. We also enjoyed learning about VE day and how and why we celebrate it.

In **Year 5** we had a fabulous day creating their own poems with Paul Delaney. The children had the opportunity to practice their performance skills, and it was great to see their confidence increase. We also enjoyed our VE day activities.

In **Year 6**, we have been working hard in maths and reading groups, doing some final revision for our SATs next week. In P.E, we have been practising our hockey skills, learning how to pass accurately to a partner and in groups. We also enjoyed a visit from the poet Paul Delaney.

★ This Week's Value Stars!! ★

Nursery: Esmae C, Isaac, Sienna & Blake	Reception: Olivia, Bill,
Year 1: Oliver V, Collin M, Oliver S	Year 4: Zach M, Lillie-Mai C, Layla S, Aisla G
Year 2: Noah F, George H, Lottie P, Terry A	Year 5: Isabelle J, Oliver P, Beverley, Muhammed
Year 3: Jessica, Layla, Zack, Auria	Year 6: Amelia F, Ellie F, Anastasia K, Gabriel K

Weekly Winners



The top Oxford Reading Buddies this week:



The Times Tables Rockstars winner is:

2nd May - 8 May 2025

Year 3 275 Year 4 121 Year 5 14 Year 6 0



This week's tournament:

Attendance

**School
Target:
96%**

Early Years – N am 95.6% N pm 97.3%

KS1 – RKL 97.3% RMC 97.8%

Y1PT 88.7% Y1TE 96.3%

Y2GW 95.8% Y2LB 94.4%

LKS2 – Y3EH 95.8% Y3LC 98.3%

Y4MC 93.1% Y4MM 90.8%

UKS2 – Y5EK 96.3% Y5NO 88.4%

Y6JM 97.5% Y6LA 92.5%

(This week's winners are highlighted in yellow)



This Week's Learning at Home

Word of the Week:

Nursery – squash and a squeeze

Reception – confectionary

Year 1 – Climate

Year 2 – structure

Year 3 – altitude

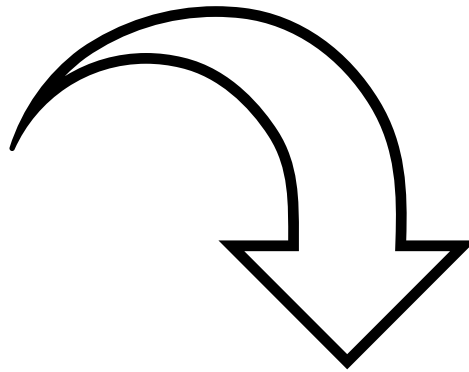
Year 4 – pointillism

Year 5 – limerick

Year 6 – accuracy

Creating a strong sense of belonging is essential for children's emotional wellbeing and academic success. This guide explores ten simple and effective strategies, such as encouraging participation, celebrating diversity, and addressing bullying, that help schools build inclusive environments where every child feels valued and connected.

This guide offers parents and educators effective solutions to build inclusive, nurturing environments that help children and young people feel a strong sense of belonging.



10 Top Tips for Parents and Educators

FOSTERING A SENSE OF BELONGING

Feeling a genuine sense of belonging is essential for the emotional and social development of children and young people. Belonging significantly boosts self-esteem, resilience, and mental wellbeing, reducing feelings of isolation and anxiety. This guide provides practical strategies to help parents and educators cultivate inclusive environments, enhancing both academic outcomes and overall happiness among young people.

1 CELEBRATE INDIVIDUAL DIFFERENCES

Acknowledge and celebrate the uniqueness of every child. Promoting diversity and inclusion creates an environment where differences are valued rather than stigmatised. This acceptance empowers children to confidently express their identities and feel genuinely included, fostering a robust sense of belonging within both school and home settings.

2 CONSISTENT COMMUNICATION

Regularly communicate and actively listen to children, showing genuine interest in their thoughts and experiences. Creating open communication channels helps young people feel heard and valued. This approach not only builds trust but also reinforces children's perception of themselves as a vital part of their family, school and community.

3 MEANINGFUL PARTICIPATION

Give children opportunities to actively participate and contribute, whether in classrooms, at home, or in community activities. Meaningful participation helps children feel their input matters, reinforcing a sense of purpose and value. Including them in decisions and responsibilities enhances their self-worth, promoting a deeper sense of belonging and inclusion.

4 FOSTER STRONG RELATIONSHIPS

Support and encourage positive relationships between peers, educators, and families. Strong, healthy relationships significantly impact a child's sense of belonging, providing emotional support and reducing feelings of loneliness. Facilitate social interactions through group activities, teamwork, and collaborative learning to strengthen these vital connections.

5 CREATE INCLUSIVE SPACES

Design environments that reflect diversity and are welcoming for everyone. Inclusive spaces where all children see themselves represented can dramatically improve their feelings of safety and acceptance. Consider classroom displays, books, and resources that celebrate various cultures, abilities, and backgrounds to visibly reinforce inclusivity and belonging.

6 MODEL POSITIVE BEHAVIOUR

Adults play a crucial role by demonstrating inclusive, empathetic, and respectful behaviours. Modelling positive interactions and attitudes sets a clear standard for children to follow. Children are likely to replicate inclusive behaviour, creating a supportive community atmosphere where everyone feels accepted and valued for who they are.

7 BUILD EMOTIONAL LITERACY

Teach and encourage emotional expression and understanding among children. Developing emotional literacy enables young people to articulate their feelings and empathise with others. An emotionally intelligent environment cultivates mutual respect and compassion, fostering a deeper sense of belonging and interpersonal connection within groups.

8 SUPPORT PEER MENTORSHIP

Encourage peer mentorship or buddy systems within educational settings. Peer support enhances feelings of connectedness and security, reducing feelings of isolation. When children support one another, they naturally build community bonds, nurturing a supportive culture where belonging and friendship thrive.

9 RECOGNISE EFFORTS REGULARLY

Consistently acknowledge children's contributions and achievements, however small. Recognition reinforces a child's understanding that their presence and efforts are important. Celebrating individual and collective successes helps cultivate a positive environment where children feel acknowledged, motivated, and deeply connected to peers and adults around them.

10 ADDRESS BULLYING PROMPTLY

Quickly address any incidents of bullying. Promptly intervening demonstrates a clear commitment to an inclusive and safe environment. Creating a culture where incidents are swiftly and effectively addressed reinforces trust, security, and a sense of belonging for everyone involved.

Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd and Director for Wellbeing and Family Services at Leigh Trust. With extensive experience in systemic mental health in schools, she supports educational leaders across the UK to develop inclusive, resilient, and supportive learning environments. Anna is also the lead expert for mental health at The National College.



#WakeUpWednesday®

The National College®

Source: See full reference list on guide page at: nationalcollege.com/guides/fostering-a-sense-of-belonging