

Our value this month is:

## Respect



### 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

- 13<sup>th</sup> Oct- Firework Safety
- 20<sup>th</sup> Oct- Diwali



Catch that **sneeze**, don't let it roam,

Use your elbow, keep germs at home!

**Yawn, cough or sneeze?**

Don't let them fly,

Trap those germs, wave them goodbye!



## This Week's Highlights

In **Nursery** we have focused our learning on the story "The 3 little pigs", the children have used a story map to develop their story telling skills. They have explored the materials used by the pigs to make their homes and looked at features of houses, looking at similarities and differences and naming features of house

In **Reception**, we have focused our learning on the story, 'Leaf Man'. We have drawn and labelled our own Leaf Man and then used real leaves and autumnal objects to create Leaf characters. In maths, we focused on creating numbers up to 4. We thought about how each number is made up of other numbers. We have also continued with our Phonics, learning new sounds.

In **Year 1** we have been learning how to summarize a picture using hashtags in English. In Maths we have been exploring addition and subtraction. In science we have conducted our experiment to find out which materials are waterproof and learned the 4 countries of the United Kingdom in Geography.

In **Year 2** we have been working hard to add and subtract tens numbers to 100. We have used our number bond knowledge to help. In PE, we have been exploring different balances, movements, and curved/ zig zag pathways to create mini sequences with a partner. It was lovely watching the children work together to perform their sequences in front of their peers.

In **Year 3**, we have been working hard comparing characters from our class texts using the impression and evidence strand. In maths we have enjoyed practical activities creating number lines and understand how we use the starting point, end point and mid-point, help us to estimate where to place a given number. We have also enjoyed finding out about Neolithic homes and comparing them to our own homes. We all preferred our own!

In **Year 4**, we have had fun taste testing some potential ingredients for our new DT project- designing and making our own pizzas! We have also enjoyed watching a wonderful theatre performance, flexing our mental calculation muscles in Maths and learning about the many achievements of the Ancient Maya civilization in our history lessons.

In **Year 5** we have enjoyed learning all about North America in our Geography topic. We learned all about the different environmental regions of North America and located them on a map. We have also been working hard to finish our letters to Mrs Dingsdale to persuade her to let us have a school therapy dog. Fingers crossed they work when we send them next week!

In **Year 6**, we have carried out an experiment, in science, to test why Charles Darwin's finches from the Galapagos Islands had to evolve and adapt. We really enjoyed watching the performance by a fantastic theatre group on Wednesday and we've completed and evaluated our lovely, descriptive pieces of writing in English.



## This Week's Value Stars!!



<b>Nursery:</b> Idris, Rosie, Theo, Violet H	<b>Reception:</b> Rowan, Theo W, Ishya, Rose
<b>Year 1:</b> Arlo T, Alaia-Boe, Liam, Nirvana	<b>Year 4:</b> Sophie W, Ethan G, Jessica, Ishat
<b>Year 2:</b> Sophie D, Matilda, Ella, Freddie D, Abdul M	<b>Year 5:</b> Kavinesh R, Aisla G, Jessica, Esmae
<b>Year 3:</b> Deliar B, Paula B, Caleb, Niamh	<b>Year 6:</b> Daniel FD, Lucy LT, Maia C, Lilliana M

## Weekly Winners

The top Reading Pupil readers this week are:

### Leaderboard

Top Classes - Total Avg. Reading Lessons (SR)

1. Y5GW (25/26)	<b>14.1</b>
2. Y5EK (25/26)	<b>13.1</b>
3. Y3NO (25/26)	<b>12.8</b>

Well done Year 6!

10th October - 16 October 2025

Y6 0 Y5 0

3rd October - 9 October 2025

Y6 26 Y4 17 Y3 3

Next...

10th October - 16 October 2025

Y4 0 Y3 0

## Attendance

**School Target:**  
96%

<b>KS1 –</b>	RKL 95.3%	RMC 94.9%
	Y1PT 97%	<b>Y1LA 98.1%</b>
	Y2TE 94.3%	Y2LB 96.6%
<b>LKS2 –</b>	Y3MC 93.9%	Y3NO 93.8%
	Y4EH 95.2%	Y4MM 95.3%
<b>UKS2 –</b>	Y5EK 93.2%	Y5GW 96.4%
	Y6JM 95.7%	<b>Y6KK 96.8%</b>

(This week's winners are highlighted in yellow)



## This Week's Learning at Home

Word of the Week:

**Nursery** – independent

**Reception** – respect

**Year 1** – country

**Year 2** – inspire

**Year 3** – inventive

**Year 4** – camembert

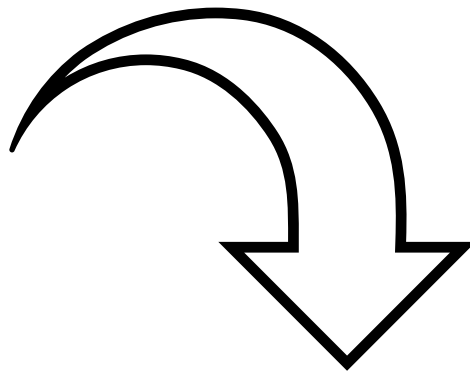
**Year 5** – upheaval

**Year 6** – evolution

When children and young people experience traumatic or difficult life events, their emotional world can be shaken, and the impact may show up in their behaviour, mood, or relationships. Whether it's bereavement, a family breakdown or witnessing something distressing, the support of trusted adults can be key in helping them feel safe again. This guide looks at how to create a nurturing environment to help young people process difficult feelings.

It also shares clear, actionable strategies to promote recovery – from building emotional literacy and creating a predictable routine to recognising signs that further help may be needed. Sensitive language, patience, and presence all play a part in empowering children to move forward at their own pace.

With the right support, they can rebuild a sense of security and resilience.



# 10 Top Tips for Parents and Educators

## DEALING WITH TRAUMATIC & CHALLENGING EVENTS

Children and young people may face a wide range of traumatic or challenging events – from bereavement and illness to bullying, family breakdowns, or witnessing violence. These experiences can affect their mental health, behaviour, relationships, and academic progress. With the right support from trusted adults, children can begin to feel safe, rebuild resilience, and develop healthy coping strategies. This guide offers practical and empathetic ways to provide support and promote positive outcomes.

### 1 A PREDICTABLE ENVIRONMENT

Children who have experienced trauma often feel unsafe or uncertain. Creating routines, setting clear expectations, and maintaining consistency can help restore a sense of security. This structure offers reassurance and helps children feel more in control of their surroundings.

### 2 USE LANGUAGE THAT MATCHES THEIR AGE

Speak clearly and sensitively, choosing words that are appropriate for the child's age. Avoid overwhelming them with too much information at once. Offer gentle, honest explanations and focus on reassurance, especially when talking about difficult or sensitive subjects.

### 3 TRAUMA AND THE BODY

Mention briefly that trauma can show up in physical ways, such as changes in sleep, appetite, concentration, or as physical aches and pains. Consider this before labelling behaviour as 'difficult' or 'lazy'. Some children may become withdrawn, while others may be more outwardly challenging. Highlight that there's no 'one way' children respond.

### 4 AVOID RETELLING OR RELIVING TRAUMA

Children sometimes get asked to explain or repeat their experience multiple times. Striking a balance of when to listen and when to gently redirect can help to avoid unnecessary re-traumatisation. Acknowledge, but don't probe for detail unless safeguarding procedures require it.

### 5 AVOID DISMISSING OR MINIMISING FEELINGS

Seemingly well-meaning comments like "It's not that bad" or "You're okay" may shut down children's emotional expression and are often not helpful. Instead, acknowledge what they're feeling, even if it seems small. Validating a child's emotions helps them feel seen and encourages open communication in future.

### 6 UNDERSTAND HOW THEY'RE FEELING

Many children don't have the words to express their emotions, especially during distress. Supporting them to name what they're feeling – such as angry, scared or sad – builds emotional literacy. Tools like emotion charts, drawing, or storytelling can help externalise feelings in a safe, manageable way.

### 7 BE AWARE OF YOUR OWN RESPONSES

Children pick up on adult emotions and reactions, often mirroring them. Staying calm, even in challenging situations, helps children feel more secure. Practising your own self-regulation is an important way to model healthy stress management and encourages children to do the same.

### 8 SEEK PROFESSIONAL SUPPORT

While many children benefit from everyday emotional support, some will need more specialised help. If symptoms persist, worsen, or disrupt their daily life, consult with school safeguarding leads, a GP, or a mental health professional. Early intervention can prevent long-term difficulties and support healthy recovery.

### 9 MAINTAIN CONNECTION

Isolation can worsen the impact of trauma. Encourage involvement in group activities, praise their efforts, and ensure they feel like a valued part of the school or family community. Meaningful connection with trusted adults and peers builds resilience and a sense of belonging.

### 10 BE PATIENT – HEALING TAKES TIME

There's no quick fix for emotional recovery. Children may have good days and setbacks, and progress may not always be visible or linear. Your ongoing support, patience, and presence can help them move forward at their own pace, knowing they are not alone.

## Meet Our Expert

This guide has been written by Anna Bateman. Anna is passionate about placing prevention at the heart of every school by integrating mental wellbeing within the curriculum, school culture, and systems. She has been a member of the advisory group for the Department for Education, advising them on their mental health green paper.



The National College