



Kew Woods News

Friday 23rd February, 2024



Headteacher
Christina Greaves,
BA Hons

Tel: 01704 533 478

Please visit our website:
www.kewwoodsprimary.co.uk

Y5 performing at Shakespeare North Playhouse!

The Year 5 classes have been rehearsing a Shakespeare play to perform at the Shakespeare North Playhouse, Prescott.

The children have been working extremely hard on their performance skills and I am very much looking forward to watching them perform tonight!

ATTENDANCE:

School attendance this week is 96.4% which is above national average. Well done to class 5K who had the highest attendance at 99.5%

Dates:

February

22nd—27th - Scholastic book fair in school

29th - Y5 panto trip

March

1st - non uniform in exchange for £1

4th & 5th - Matt Goodfellow poet in school

6th - KS2 Quidditch Day

7th - World Book Day

21st - World Down syndrome Day—wear odd socks

22nd - Easter Bingo 7pm



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This Week's Big Question

21st Feb – International mother languages day

Should everyone speak the same language?

BIG QUESTION of the week!

Here is a summary of what the pupils thought:

Y1 – No, we should not all speak the same language because it is good to be different. We could all learn sign language and then everyone can understand each other.

Y2 – If we all spoke the same language it would help in an emergency. This would also mean we wouldn't be unique.

Y3 – It was very difficult this week, it would be good to understand everyone in the world and talk together, but there may be arguments deciding which language to use.

Y5 – We should all speak different languages because that's how we celebrates our differences.

Y6 – It would be good for easier communication, especially in an emergency. On the other hand, speaking different languages makes us special and unique. It is also fun to learn new languages.

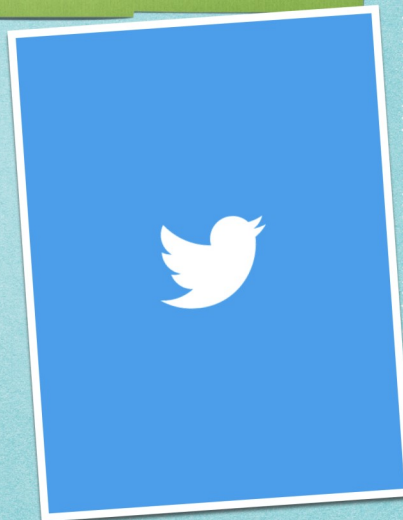
Next week's BIG QUESTION is

27th Feb – International Polar Bear Day

What questions would you ask if you were a polar bear?

NEW Class Twitter Accounts

- ▶ Follow your children's classes at:
- ▶ Nursery @nurserykew
- ▶ Reception @receptionkew
- ▶ Year 1 @Y1Kew
- ▶ Year 2 @Y2Kew
- ▶ Year 3 @Y3Kew
- ▶ Year 4 @Y4Kew
- ▶ Year 5 @Y5Kew
- ▶ Year 6 @Y6_Kew



This Week's Class Dojo Winners

Saba	RK
Aadhya	RW
Jasmyn	1K
Lucas	1W
Ivy-Mai	2K
Noah	2W
Charlie B	3K
Tiah-Lilly & Oscar	3W
Thea & Albie	4K
Robinson	4W
Adam	5K
Mia C	5W
Isaac B	6K
Paige F J	6W

Easter Bingo!

Friday 22nd March 7pm



Tickets are available from the school office.

£2 per person and this includes refreshments.

Next Friday, 1st March, is non uniform in exchange for £1 to purchase prizes for the bingo.

The theme this week in Nursery has been based on the story - The Very Busy Spider.

Nursery have enjoyed finding out information about spiders, retelling the story, spinning their own spiders web, searching for webs outside and making spiders using playdough.

The Very Busy

Spring 2
Week 1



New words this week - spider, web, spinning, silk and thread.

Y3 have been using their oracy skills, in history, to place things on a timeline. There were agreements and disagreements in their thinking, which they handled so well using their sentence starters!



Y3 showing off their gymnastic skills!



SPRING TERM 2024
WE COMPLETED OUR
GYMNASTICS UNIT BY
TRANSFERING OUR
BALANCES ONTO
(AND UNDER) THE
APPARATUS



TESCO STRONGER STARTS OFFER CONFIRMATION - CONGRATULATIONS!

Organisation name: Kew Woods Primary School

Project title: Forest School

Congratulations!

We are delighted to let you know that following the Tesco Stronger Starts vote in your local Tesco stores, your project came Second and has been chosen by Tesco Customers to receive a grant award of £1,000.00!

Voting was held at Tesco stores between 1st October 2023 to mid January 2024 and proved to be very successful with millions of votes being cast by Tesco Customers across the UK.

A HUGE thank you to all who voted and helped us achieve this!

1W had a ball at their first Forest School session!
One of the children climbed their very first tree!
Some other children found a tree root. We linked
this to science and talked about how trees grow!



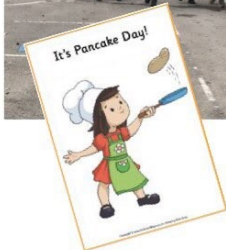
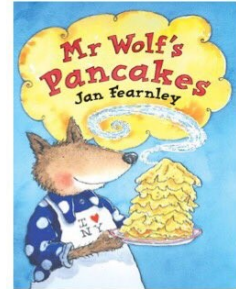
Y2 were in the zone working extremely hard on their
showcase writing!

They were writing Samuel Pepys' diary entry.



Reception have been using ordinal numbers to sort teams into positions, 1st, 2nd, 3rd.

Week beginning 19.02.24



This week we have been learning about ordinal numbers. We held a pancake race, after reading Mr Wolf's Pancakes and then positioned the order that we crossed the finish line.

10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

1. DESIGNATE A TRUSTED ADULT

It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

5. BE 'A DYSREGULATION DETECTIVE'

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.

Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resource Blog, where she shares advice, advice and recommendations for parents and teachers of children with SEND.



#WakeUpWednesday

The National College

@natonlinesafety

/NationalOnlineSafety

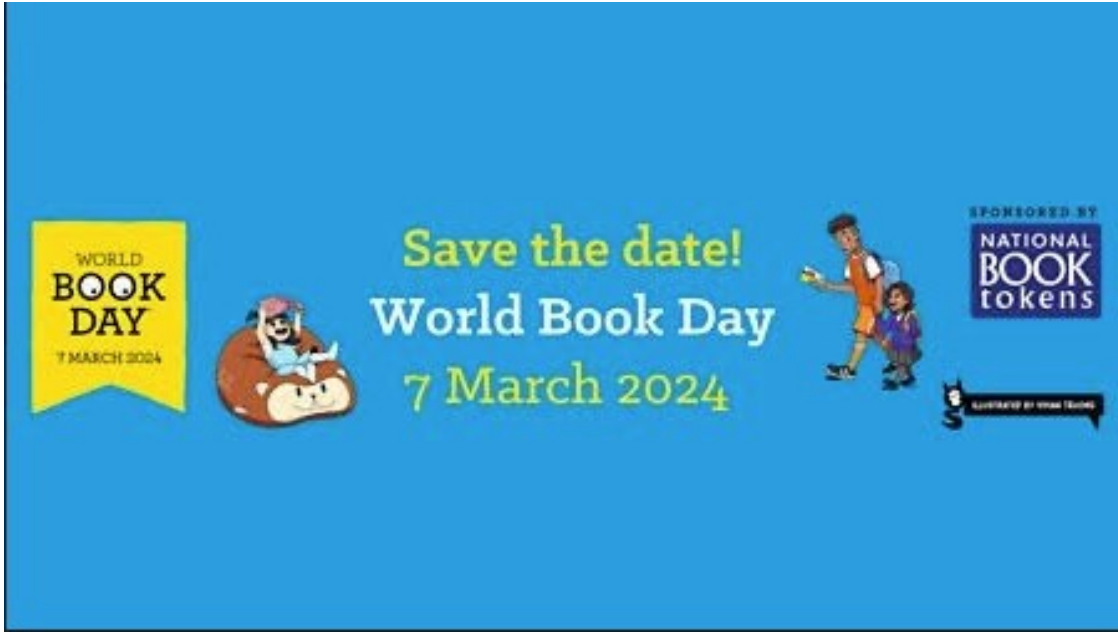
@nationalonlinesafety

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World Book Day 7th March

Start planning your World Book Day outfit! We are looking forward to seeing you all dressed up to celebrate this annual event.



We are thrilled that the book fair has returned to school! It will continue until Tuesday 27th Feb in the hall from 3.30-4pm. It is a cashless system. Come and have a browse at the wide range of titles and genres.

