

## NEWSLETTER Thursday 29<sup>th</sup> February 2024

Dear Parents,

I hope you had a good half term. I am sure that the next few weeks will fly by ~ it'll be Easter before we know it! We have a fairly busy time ahead, so please check the dates at the end of this letter.

### LANDSCOVE LEARNERS



**Class 1** have been enjoying learning all about length – from playdough to rulers they have had time to explore and use the language of longer than and shorter than. Great work class one!

**Class 2** have been super busy!

This half term, the children are learning the skill of striking in PE, learning how to hold a racket or bat correctly and hit! This week, we used dribbling to practice our control of the ball. We had to tap the ball from one foot to another, all while keeping it under control.

In maths they have been really getting to grips with their multiplication and division learning. Year 2 have been using different resources to make arrays to represent multiplication sentences. Year 1s have been using different methods to learn their 2-, 5-, and 10-times tables, including some 5-times tables threading.





**Class Three** started their new science topic last week, by identifying the different types of teeth in humans and the simple function of each type of tooth. During the lesson they also made a set of clay teeth.

**Class Four** have also been enjoying science lessons and have started their new topic on Great British Scientist. They explored diversity within science, thinking about gender, disabilities, and ethnicity. The children have discussed many amazing scientists and their discoveries!



### **PARENT CONSULTATIONS**

Thank you to all the parents and carers who attended their Child's parents evening this week. I hope you have found them informative and that you have a good idea about the progress your child is making and their next steps. Sometimes, a ten-minute chat isn't enough with the teacher, and you may have more that you would like to discuss, if this is the case, please make contact via Mrs Grant and she will book some additional time for you to have a further discussion with your child's class teacher.

### **PARENT VIEW QUESTIONNAIRE**

If you haven't already done so, could you please take a look at Parent View, which gives you the chance to tell us what you think about our school. Parent View asks for your opinion on aspects of our school, from the quality of teaching, to dealing with poor behaviour.

<https://parentview.ofsted.gov.uk/>

We value your responses as we need your thoughts to help us conduct our school reviews and improvement plans with thoroughness. Thank you!

## SCHOOL PE KIT FOR PE DAYS

- Please ensure children wear school PE uniform which includes
- Navy Joggers
- Navy Leggings
- Navy Shorts
- School PE t-shirt -plain Navy or white or T-shirt with school logo
- School sweatshirt
- Trainers

I am aware that this is not new information, but we felt it was worth revisiting. **We really do appreciate your support with keeping our children smart.**

Can we also ask that long hair is tied back and jewellery is not worn to school. If ears are pierced, please ensure small stud earrings are worn.

As the weather is unpredictable can we have coats in every day. Thank you!

## ETHOS & VALUES

Truthfulness: We have been thinking about how it is sometimes necessary to have faith and understanding in order to accept the truth. It's great that the children are continuing to write thoughts and prayers about this in our reflective space.

**COMMUNITY:** On Saturday morning Song machine will be performing a few songs at the Landscope Breakfast Market. Please come along and support! NB you will need cash if you would like to make any purchases at the market.

## LANDSCOPE BREAKFAST MARKET



FIRST SATURDAY OF EVERY MONTH  
Come and join us for  
BACON SARNIES – TEA - COFFEE

AND



LOCAL PRODUCE AND GIFTS  
FROM LOCAL MAKERS

10 – 12noon  
Landscape Village Hall



*Welcoming Springtime Community Walk*

*Saturday 23rd March 10am  
from Landscape Village Hall*

*A gentle 1-2 mile walk followed by  
Tea, Coffee and cake.  
(Refreshments to purchase)*

*All ages welcome, kids accompanied by adults.  
Suitable Footwear.  
Well behaved dogs on leads*



## FOLS ~ a message from Michelle

26th March - FOLS will be running a FREE Easter trail during the school day. Each child will receive a chocolate lolly at the end, please let us know of any allergies or if you would prefer your child not to receive one, we have some Easter pencils instead.

17th May - BAGS 2 SCHOOL ~ We all have clothing in our wardrobes that we haven't worn in ages, but when it comes to a clear out what do you do to make sure the environment comes off best? Bag2School has the answer – Collect all your unwanted, clean clothing and shoes and drop off at school first thing on Friday 17th May. The more the bags weigh the more they will pay. Please note that they won't accept: **Duvets and blankets, Pillows and cushions, Carpets, rugs and mats, Soiled, painted, ripped or wet clothing, School uniforms with and without logo, Corporate clothing and workwear, Textile off cuts, yarns or threaded material, Furniture and large items.**

Many thanks, Michelle



## SAFEGUARDING & ATTENDANCE

Attendance: (Our school target is 97%)	
Whole school	96.1%
Class 1	87.3%
Class 2	98.3%
Class 3	95.2%
Class 4	97.5%
Well done to Class 2!	

If you are concerned about a child's wellbeing, please contact the school or in non-school hours contact MASH on 0345 155 1071.

Our designated safeguarding officer is Mrs. Ryder and the deputy safeguarding officer is Mr. Ansermoz

The ability to manage our feelings, thoughts and behaviours in effective ways – known as self-regulation – is gained gradually through childhood and into adolescence. It's acknowledged as a pivotal element in young people's development but can prove trickier for some children to master than others. In this guide, you'll find expert suggestions on ways of supporting children as they build their ability to self-regulate. Demonstrating how you process your own emotions – and selecting appropriate literature and other resources – are just some of the practical tips on helping young ones on their journey towards self-regulation.

<https://nationalcollege.com/guides/self-regulation>

At The National College, our WakeUpWednesday guides empower and equip parents and carers with the confidence and practical skills to be able to have informed and age-appropriate conversations with their children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips please visit [nationalcollege.com](https://nationalcollege.com).

### 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 next to, an unmet sensory need or something else entirely. Once you 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 fidget spinners. 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 showing 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 activities, advice and recommendations for parents and teachers of children with SEND.

#WakeUpWednesday The National College

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## DATES FOR YOUR DIARY

1 <sup>st</sup> March	Class 2 class assembly for parents 3pm school hall
5 <sup>th</sup> March	Class 3 Mosque educational visit
8 <sup>th</sup> March	Mothering Friday
8 <sup>th</sup> March	Class 4 Forest school day 10am start (after Mothering Friday)
12 <sup>th</sup> March	Class 3 class assembly for parents 3pm school hall
13 <sup>th</sup> March	Class 4 educational visit: Occombe Farm
19 <sup>th</sup> March	Class 4 class assembly for parents 3pm school hall
22 <sup>nd</sup> March	Class 2 Forest School day
25 <sup>th</sup> March	Y5/6 Hockey tournament
26 <sup>th</sup> March	Easter in a day & Easter collective with Rev Gina
28 <sup>th</sup> March	Class 3 Forest School Day
28 <sup>th</sup> March	Break up – 3.30pm finish

That's all the news for now. Have a good weekend.

*Jill Ryder.*