

# Brading CE (Controlled) Primary School



We are a Team that Trust each other to unlock potential.

Tel: 01983 407217

## News from Brading CE Primary School

**Headteacher:** Mrs B Gilbert

Friday 23rd February 2024

**Office Administrators:** Mr Campbell, Ms Barnard

**Our Christian Values:** Trust

**Truth, Respect, Unity, Sincerity, Tolerance**

***This week our focus has been on TRUST.***



Dear Parents/Carers

Welcome back, I hope you all had a great half term. We are now looking forward to a busy few weeks in school before the Easter Holidays! It is so nice to finally start seeing some lighter evenings, it won't be long before the clocks change and we know that summer will definitely be on the way!

### Parent/carer questionnaire

This week we have sent home via email our annual parent/carer questionnaire (online Google form). Please take a few minutes to complete this as your feedback helps us look at what we are doing well and how we can improve. We really take on board everything you tell us so that we can constantly improve for the children. We would love to hear from you by Friday 1<sup>st</sup> March – thank you.

### World Book Day

We have made the decision to change the day that we are celebrating World Book Day and this will now be on Friday 8<sup>th</sup> March. We would love all the children to dress up as their favourite book character. We are looking forward to seeing the wonderful characters in school.

Have a lovely weekend, and remember my door is always open.

Mrs Gilbert.

Headteacher

### **Collective Worship this week...**

This week, we started our new theme of trust and Mr Barnes told the story of Abraham trusting God. Mrs Rackett talked about the different ways we trust people and Mrs Attwell led picture news on ways to reduce packaging.

### **Bible reflection:**

The Lord, your God is with you  
wherever you go.

Joshua 1:9

### **IMPORTANT NOTICE:**

If you, or any of your friends and family, has a child who will be turning 2 before 31/3/24 then they could be eligible for 15 hours of funded sessions from after Easter. Please visit [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk) to check eligibility.

If you would like assistance or to discuss the options please pop in to the office and see Mrs Stubbs.

## ATTENDANCE

IMPORTANT DATES NEXT WEEK...				
				
Monday YR 5&6 Dodgeball Fun Club  PEACH Games – Dodgeball	Tuesday KS2: Fun Clubs KS1: Fun Clubs	Wednesday	Thursday NHS Pupil Screening YRR & YR6	Friday KS2 YR4 Squash Westridge

Class	Attendance
<b>St Lucia</b>	96.7%
<b>Maldives</b> ★	99.5%
<b>Cuba</b>	71.1%
<b>New Zealand</b>	88.4%
<b>Malta</b>	93.2%
<b>Galapagos</b>	91.8%
<b>Iceland</b>	85.9%
<b>Jamaica</b>	99.3%
<b>Hawaii</b>	97.8%

## Attendance Matters



**Coming up soon...World Book Day 2024!**

**Dress up in your favourite book character on  
Friday 8<sup>th</sup> March 2024.**

**We can't wait to see your amazing outfits again this year!**



## SCHOOL MENU NEXT WEEK:

***We also offer tomato pasta as well as jacket potatoes and sandwiches with a selection of fillings each day.***



Monday	Tuesday	Wednesday	Thursday	Friday
Pizza	Beef Burger	Roast Turkey	Beef Bolognese	Fish Fingers
Chocolate Brownie	Crispy Crackle Bar with fruit	Flapjack	Carrot, Orange & Sultana Cake	Mango Frozen Yogurt

# What we have been learning this week...

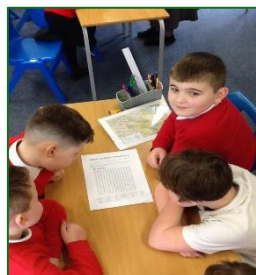
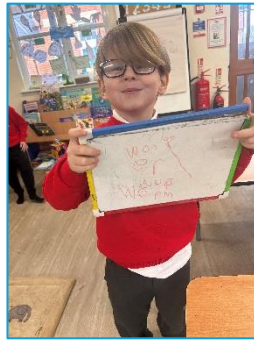
ANTIGUA	This week in Antigua class we have been on a dinosaur discovery! Exploring fossils and dinosaur eggs, looking at dinosaur skeletons, hunting for dinosaur bones in our archaeological dig along with many art and craft activities including using triangle shapes to make a spiky stegosaurus and using dinosaurs to make lots of different stompy footprints. One of our focus stories was "Harry and his bucket full of dinosaurs" where we recreated Harry's fun and filled our own buckets with lots of different dinosaurs.
ST LUCIA	This week in St Lucia we have started this half term on Minibeasts! The book of the week this week has been superworm! Superworm is super long, superworm is super strong! The children enjoyed making playdough super worms and comparing their lengths. We also had a go at drawing super worm and we even made a worm house!
MALDIVES	WOW what a fantastic start to the term. We enjoyed our hook to learning and all of the children took part in a toys from the past workshop. They learned the differences and similarities to toys then and now. We looked at the mechanisms and materials the toys were made from. We are going to write a letter to say thank you for such a lovely visitor into school. In maths, we are looking at addition and subtraction and our number bonds to twenty. In science, we looked at wild and garden plants and in PE we started gymnastics. The children have come back ready to learn and I am so proud of how well each and everyone of them is achieving so well done everybody!
NEW ZEALAND	<p>This week in Year 2, we had an exciting journey with our writing! We embarked on the creative adventure of writing a diary entry using the wonderful book, "Big Bear Little Brother." The children used their imagination to step into the shoes of the characters and shared their thoughts and feelings. It has been a great start to our writing journey!</p> <p>In Maths, we focused on division and explored dividing numbers by 10 and 5. The class enthusiastically tackled various division challenges, using practical equipment and visual aids to deepen their understanding of this mathematical concept. It was fantastic to see their critical thinking skills develop and their confidence grow as they mastered the art of division.</p> <p>During our PE lessons, we explored the art of dance. The children learned different dance routines and worked on their rhythm and coordination.</p>
MALTA	This week in Malta class we have started our new topic "crazy climate zones and wild water cycles". The children took part in an interactive sound activity as part of our hook. The children discussed different types of weather and began to look at how this links to the water cycle. On Thursday, the children started out new computing topic on touch typing. Each child challenged themselves to write sentences using a timer and matched each sentence to those displayed on the board.
GALAPAGOS	<p>This week Galapagos have started to explore and go on a tour of Spain. In English we are beginning to look at what makes a good chronological report and in Geography we have looked at where Spain is in relation to the UK, specifically the Isle of Wight.</p> <p>For our hook into this topic, the children have watched videos about Spain, looked at different fact files, made their own flags and even had a tasting session in our Spanish Cafe where the children got to taste popular Spanish food!</p>

# What we have been learning this week...

ICELAND	This week in Iceland, we discovered a new topic! Urban and rural. The first this we did was a treasure hunt! In this crazy adventure we first got an urban word search in it was cities. And the odd one out gave you the clue to the next challenge. After that, we got a rural map with instructions, we need to follow a train to mark X on the spot. Finally, if you do it all correctly, you get a key to open the treasure. By Sophia
JAMAICA	This week in year 6 has been a phenomenal week. In English we have been doing a non-chronological report. In maths we have been doing geometry. In guided reading we have been doing a biography. In topic we have been doing world trade and we played a game of trade and it was unfair because the world is unfair. In science we have been learning about light. In Collective Worship we are doing TRUST. Last week in Friday in French we have done the eight-compass points.
CUBA	This week in Cuba Class, we have started our new topic On the Farm. Our hook for this topic was an exciting animal dress up day. We have then had lots of fun exploring our farm small world area and lots of different sensory farm trays. All of Cuba Class have done a fantastic job at working together this week and we all worked together mark making to add colour to different farm animals.
HAWAII	This week in Hawaii Class, the children have been starting to learn about our new geography topic, Jungles. The children coloured different parts of the world map and decided which climate the UK had. The class have also been learning about the 7 life processes and how things can be sorted into living, dead or never alive.



# This week in pictures...



# SPORTS REPORT

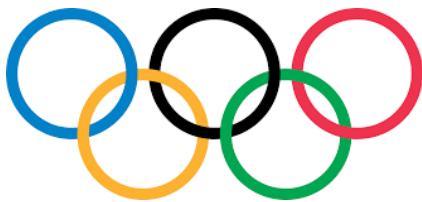
Each week a class will have a turn at giving a sports report on what their focus has been for the week, what sports they got up to, and which famous sportsperson they learnt about. This week it's New Zealand class!

## Our sport of the week

This week we have been learning about dance.

We learnt that this summer breaking dancing will be in the Olympics.!

This will be a competitive form of breakdancing and it will be the first time it will be at the Olympics!



## Famous Sports Person

**Frances b-boy Martin at the 2018 Youth Olympic Games.**



## What we got up to...

In this action-packed dance lesson for New Zealand, we explored the iconic song "Thriller" by Michael Jackson, combining it with our own creativity and movements.

We introduced the concept of an 8 beat rhythm, using clapping and counting. Once familiar with the beat, we'll begin exploring different characters from the "Thriller" music video.

First, we acted like bats, pretending to fly and swoop around, imitating the spooky atmosphere. Then, we transformed into zombies, shuffling and grooving to the beat. Finally, we became witches, casting magical spells with our dance moves.

Pupils had the opportunity to showcase their creativity by adding their own unique movements to each character. We ended the session by performing our dance routine together, incorporating the different characters and the 8 beat rhythm.





# After School Club Update:

## Art Club

For our first week in art club, we focused on the artist Yayoi Kusama. We noticed she uses lots of bright coloured polka dots to add detail to her work. We then used this for inspiration and used pastels to add bright polka dots to create our own pictures.



## IMPORTANT INFORMATION:

Please be aware that there are cases of ringworm in school, ringworm is caused by a type of fungi which can be passed on through close contact with:

- an infected person or animal
- infected objects, such as bedsheets, combs or towels
- infected soil, although this is less common

Speak to a pharmacist first if you think you have ringworm, they can look at the rash and recommend the best antifungal medicine.

NHS advice is that it is fine for your child to go to school or nursery once they've started treatment, but that you should let the school know they have ringworm.

Full NHS information is available through this link <https://www.nhs.uk/conditions/ringworm/>

### **FREE Training for Parents and Carers living on and/or visiting The Isle of Wight 'EYES-WIDE' Increasing your Awareness of Gangs, Youth Violence & Criminal Exploitation**

#### **When?**

**Monday 4th March 2024**

**Doors open 615pm.**

**630 pm - 8pm**

**Please arrive promptly for  
start of session**

This training will increase your awareness of street crime, including signs and symptoms of gang involvement and youth violence.

Do you want to find out more about County Lines, Child Criminal Exploitation and knife crime?

Then come along to this informative, proactive session.

#### **Where?**

**Bay CE Secondary School site, The Fairway, Sandown, PO36 9JH**

**Please enter via main entrance.  
Free parking on site**

There will be an opportunity for parents/carers to ask questions at the end of the main information session.







**JUNIOR BAKE OFF**  
...IS LOOKING FOR BRILLIANT BAKERS, AGED  
9-12 FOR THE NEXT NEW AND EXCITING SERIES  
APPLY NOW



**WWW.APPLYFORJUNIORBAKEOFF.CO.UK**  
**APPLICATIONS CLOSE**  
**SUNDAY 17TH MARCH 2024**  
Enquiries:  
[applyforjuniorbakeoff@loveproductions.co.uk](mailto:applyforjuniorbakeoff@loveproductions.co.uk)

**ASPIRE PACT & THE BIRTH HUB**  
PARENTS AND CARERS TOGETHER  
Family Hub  
ISLE OF WIGHT  
Community & Connection

We invite you to our Bonding with Bump & Baby drop-in session, hosted by The Birth Hub at The Baby Café. Come along and connect with other families in this safe and friendly environment. You will have the opportunity to provide your views and experiences through a survey to help improve and shape early years services.

**Join Us!**

**When?**  
Monday 26th February 2024  
10am-12pm  
**Where?**  
The Baby Café,  
Salvation Army,  
72 Pyle St, Newport  
PO30 1UJ

**Refreshments Provided**



Representatives from Maternity Voices Partnership and DadzClub will be with us on this day to speak with.

**NATIONAL Maternity Voices**  
Networking Maternity Voices Partnerships in England

**Dadzclub**

**Find out more**

 [rosie@aspireryde.org.uk](mailto:rosie@aspireryde.org.uk)  [maternityvoicesiow@gmail.com](mailto:maternityvoicesiow@gmail.com)  
 [@thebirthhubiow](https://www.instagram.com/thebirthhubiow)  [familyinfohub.iow.gov.uk](http://familyinfohub.iow.gov.uk)  [IWfamilyinfohub](https://www.facebook.com/IWfamilyinfohub)

**Everyone is welcome to join**

## Dates for your diary...

### February

26<sup>th</sup> – PEACH Games KS2

29<sup>th</sup> – NHS Pupil Screening – YR R & YR 6

### March

8<sup>th</sup> – World Book Day

11<sup>th</sup> – KS2 Mothering Day Service at the church at 1.30pm

11<sup>th</sup> – KS1 Mothering Day Service in school at 2.15pm

25<sup>th</sup> – Parent Outcome Session

28<sup>th</sup> – last day of Term

29<sup>th</sup> – Good Friday (Bank Holiday)

### April

1<sup>st</sup> – 12<sup>th</sup> – EASTER Holidays

15<sup>th</sup> – Back to school

### May

6<sup>th</sup> – Bank Holiday

27<sup>th</sup> – 31<sup>st</sup> – May HALF TERM

### June

3<sup>rd</sup> – Back to school

### July

19<sup>th</sup> – Last day of Term

22<sup>nd</sup> – 26<sup>th</sup> Development Days

29<sup>th</sup> July – 30<sup>th</sup> August Summer Holidays

### September

2nd School term starts.

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 something 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 develop your parental 'hypotheses' 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 and 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). Creative sensory input can help calm them down. Use resources such as weighted blankets and fidget toys. 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**  
Georgia Dunbar is an active former teacher, Special Educational Needs Coordinator and the founder of the award-winning UK research-led, evidence-based website, [nationalcollege.com](https://nationalcollege.com), recommendations for parents and teachers of children with SEND.

**#WakeUpWednesday** The National College

[@nationalonsafety](https://twitter.com/nationalonsafety) [NationalOnlineSafety](https://facebook.com/NationalOnlineSafety) [@nationalonsafety](https://instagram.com/nationalonsafety) [@national\\_online\\_safety](https://tiktok.com/@national_online_safety)

users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 21.02.2024

Reflection of the week...

