



Eaves Primary School Newsletter

Friday 23rd February 2024

DATES FOR YOUR DIARY

February 2024

Week commencing 26th – 'Learn in class' sessions

Monday 26th – Governors Resources sub-committee meeting @ 5pm

Thursday 29th – Eaves Factor @ 6.15pm

March 2024

Monday 4th – Governors Standards sub-committee meeting @ 5pm

Monday 4th – Year 5 & Year 6 – Football @ TSA

Tuesday 5th – PATHS 'Learn in class' sessions

Thursday 7th – World Book Day celebrations (details below)

Friday 8th – Girls Football @ Rainford High

Tuesday 12th – Paul Delaney in school working with KS1

Friday 15th – Athletics competition

Week commencing 18th – Assessment week

Week commencing 18th is last week for the following clubs – Board Games, Story Explorers, Dance, History,

Wednesday 20th – Parent consultations

Friday 22nd – Year 1 class assembly (parents/carers welcome) @ 9am

Week commencing Monday 25th is last week for the following clubs –

Dodgeball, Girls football, Y2 multi-sports and Athletics

Monday 25th – Year 3 & Year 4 – Football @ TSA

Learn In Class

Spaces for next weeks 'Learn in Class' sessions have been allocated, and notifications sent via Parent App. Further 'Learn In Class' sessions will be held on Tuesday 5th March as well as later in the year.

Eaves Factor Finals

Finals for Eaves Factor will be held on Thursday 29th Feb.

Please see Parent App for details, and make all payments via Parent Pay.

THIS WEEKS WINNERS

CERTIFICATE OF THE WEEK; 'Showing Musicality'



FS2/Reception - Thea & Yudy

Year 1 - Heidi & Maisie

Year 2 - Jax & Amelia

Year 3 - Alissia & Harley-James

Year 4 - Evan & Jessica

Year 5 - Mark & Kai

Year 6 - Emilia & Oliver

*Class Of
The Week
Year 2*

EARLY BIRD & S.A.M



Well done to Year 2.

You had the best time keeping this week! Early Bird will come to visit you next week.

Well done Year 2. You had the highest attendance this week! S.A.M will be with you next week.

23rd February 2024



World Book Day is Thursday 7th March 2024

This year, we are celebrating by dressing up as impressive adjectives! We want you to think about a describing word and how you could incorporate that into a costume. We will be spending time during the day exploring our words and setting challenges to put them into word classes and groups.

Around this poster are some ideas for costumes done previously. A simple Google of 'World Book Day vocabulary' will bring up even more! It is an exciting opportunity to talk about the words we see in books, and expand our children's vocabulary.



YEAR 5 - HIGHLIGHTS

Art...

We have been studying the Japanese artist Yayoi Kusama. Her artwork consists of infinity nets and elements of nature intertwined with dots.

We have created our own pieces based on her artistic style. We used the art mediums of pen, watercolour and pastel to create the vibrant patterns and dotted forms. Do you like them?



Science and History...

In Science we have been studying forces. We have been investigating friction, weight and upthrust. We have taken part in many exciting experiments such as working out which surface created the most friction and which object floated or sank due to upthrust.

In History, we have been visiting The Sutton Academy where we have been studying different ancient civilisations and their greatest achievements.

USEFUL INFORMATION

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.

DATES FOR YOUR DIARY

Please Note; Sometimes dates have to be changed due to external matters. We will always inform you of these changes and publish (on the school website) updates to this document.

February 2024

Week commencing 26th – ‘Learn in class’ sessions

Monday 26th – Governors Resources sub-committee meeting @ 5pm

Thursday 29th – Eaves Factor @ 6.15pm

March 2024

Monday 4th – Governors Standards sub-committee meeting @ 5pm

Monday 4th – Year 5 & Year 6 – Football @ TSA

Tuesday 5th – PATHS ‘Learn in class’ sessions

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Monday 25th – Year 3 & Year 4 – Football @ TSA

Monday 25th – Full Governors @ 5pm

Tuesday 26th – Y4 trip to Sutton and Carr Mill Dams

Tuesday 26th – Poetry Buzz event

Thursday 28th – last day of term

APRIL 2024

Monday 15th – School re-opens after Easter break

Week commencing Monday 22nd – New after school clubs start

Friday 26th – Year 3 class assembly (parents/carers welcome) @ 9am

MAY 2024

Year 2 SATs month

Thursday 2nd – Nursery closed this day – Nursery building being used for local elections polling station

Friday 3rd – Paul Delaney in school working with KS2

DATES FOR YOUR DIARY

MAY 2024

Monday 6th – Bank Holiday

Week commencing Monday 13th – Year 6 SATs week

Monday 20th – Governors Resources committee meeting @ 5pm

Monday 20th – Wednesday 22nd – Year 6 school holiday/residential

Thursday 23rd – last day in school this half term

Friday 24th – Friday 31st – Half term break

JUNE 2024

Monday 3rd – School re-opens after half term

Monday 10th – Y1 phonics screening week

Monday 10th – Governors Standards committee meeting @ 5pm

Monday 17th – sports day for FS1/Nursery (parents/carers welcome) @ 9:15am

Monday 17th – sports day for FS2/Reception (parents/carers welcome) @ 1:30pm

Tuesday 18th – sports day for Years 3 – 6 (parents/carers welcome) @ 9:15am

Tuesday 18th – sports day for Years 1 and 2 (parents/carers welcome) @ 1:15pm

Week commencing 24th – Assessment week & 'Learn in class' sessions

Friday 28th – Year 2 class assembly (parents/carers welcome) @ 9am

Eaves Primary School

Excellence In Everything

