

Parent/Carer Newsletter



Quote of the Week

“You do not find the happy life. You make it.” — Camilla Eyring Kimball

Key Dates for Parents/Carers

February - Mental Health Month

Thursday 17th February - Safer Internet Parent Sessions (1.00pm – 2.00pm and 5.00pm – 6.00pm)

Friday 18th February - Last day of Term

Monday 28th February - Children return to school

Friday 4th March - World Book Day

Important Information

Dear Parents/Carers,

I hope you have had a great weekend! Only a few more days to go until a well-earned break. 😊

School lunches

Unfortunately, a number of our canteen staff have tested positive today. The catering company are sending across staff from other schools to cover, however this means the options for lunch will be limited to jacket potatoes only for the remainder of the week. They will have a selection of fillings. I am sorry about this, but it is the safest option.

Absence

Absence is becoming an issue, we understand that if you are not feeling well, you are not expected to come in, however, it is not acceptable for parents to book holidays during term time to have an extended break. It is not fair on the children and staff who are working hard to ensure that the children are getting all the provisions they need.

Class Teacher Vacancy

We are recruiting for a class teacher to start in September 2022. If you, or someone you may know, are interested then please fill in our application form which can be found [here](#). The closing date for applications is **23rd February 2022 at 10:00am**. We will also be holding school tours on 28th February 2022 at 8:30am, 10:30am, 12:00pm and 2:00pm - for more information, please contact PA@wexhamprimary.com

I hope you have a great week ahead.

Miss Mehat

Messages & Reminders

Safer Internet - Parent Sessions

We are holding 2 Safer Internet parent sessions with Mr Saud. Below are the details you need to know on how to join:

Thursday 17th February:

1pm - 2pm - [Click here to join the meeting](#)

5pm - 6pm - [Click here to join the meeting](#)

It would be great for as many of you as possible to attend - there will be lots of important information and tips shared, so please make every effort to join one of the sessions.

Miss Shafiq

Celebrating Languages

We are fortunate to have so many languages spoken in our school and to celebrate this, we will be greeting each other in a different language every fortnight. Please use this for greeting teachers and children when you drop them off and pick them up. This fortnight we will be saying hello in Romanian which is Buna. This is also a good opportunity to discuss where Romania is on a world map and maybe find some other words to say in Romanian. Many of our children already speak two languages and research shows that learning a second language boosts problem-solving, critical-thinking, and listening skills, in addition to improving memory, concentration, and the ability to multitask. Children proficient in other languages also show signs of enhanced creativity and mental flexibility! Let's encourage a love of languages!

<https://www.youtube.com/watch?v=014I28qTKbk>

Mrs Patterson

Mental Health Month - Mindfulness

As we approach the end of our monthly focus around Mental Health, the children have been learning how they can be healthy in mind, body and spirit. Encouraging children (and adults) within PSHE to consider how they have grown, what they need to help them grow, and how they can help others to grow too.

We know parenting isn't always easy. Although it's often amazing and rewarding to watch your children grow up, and to help them learn to be independent, it can also be really hard work. It can feel especially hard if your child's mood and behaviour seem different and you're not sure why, or what you can do to help. But you are not alone! There is lots of practical advice and tips on supporting your child - from how to encourage your child to open up about their feelings to dealing with mental health services. No matter what you and your child are going through, things can get better. If you are concerned about your child's mental health, please seek support as early as possible. Speak to your child's class teacher.

Attached are some activities you can do as a family to support your children in practicing mindfulness. Mindfulness and practicing gratitude are a powerful form of self-reflection, enabling us to relax our minds and be present, it supports us to regulate our thoughts, ideas and

gives us still time to reflect on our core values and beliefs. Our children are familiar with this approach as this is taught and practiced throughout our wellbeing curriculum and collective worship time. Practicing 3 minutes of mindfulness a day is proven to uplift your mood, combat anxiety and help you become more focussed.

Miss Orsi



**BUILD
BELONGING**



**STRIVE FOR
EXCELLENCE**



**DO THE
RIGHT THING**

Mindfulness



Mindful Breathing

5 Minutes

Children can stand or sit for this activity

Ask children to put both hands on their belly

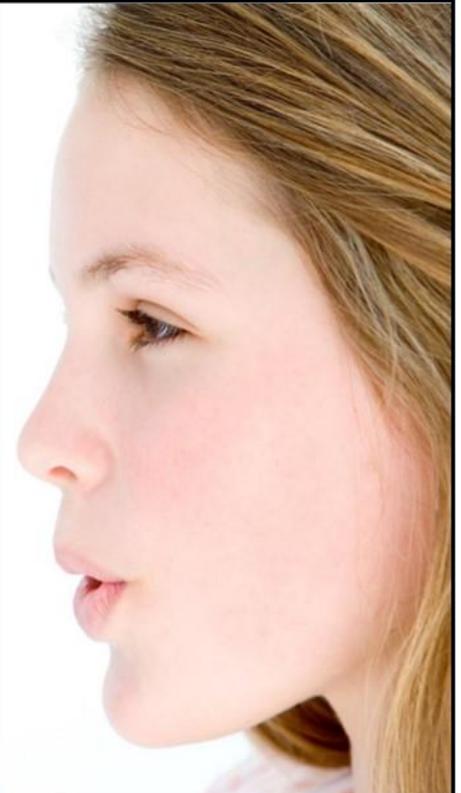
Children should close their eyes, or look down to their hands

Guide children in taking 3 slow deep breaths in and out to see if they can feel their hands being moved

You may like to count '1, 2, 3' for each breath in and '1, 2, 3' for each breath out, pausing slightly at the end of each exhale

Encourage children to think about how the breath feels, answering the following questions silently, in their minds:

- What is moving your hands?
- Is the air filling your lungs?
- Can you feel the air moving in through your nose?
- Can you feel it moving out through your nose?
- Does the air feel a little colder on the way in and warmer on the way out?
- Can you hear your breath?
- What does it sound like?





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Mindfulness



Breathing Colours (5 minutes)

This activity is similar to the first mindful breathing activity, however it uses visualising colours as a means to increase focus and awareness.

Ask children to think of a relaxing colour, it can be any colour they like as long as it is one that makes them think of relaxation. Ask children to think of a colour that represents stress, sadness or anger. Whichever one of those emotions is most relevant or suitable for your child to explore.

Children imagine breathing in the relaxing colour and visualise it filling their lungs. Children then imagine breathing out the stress, sadness or anger colour.

Your spoken instructions may be along these lines:

- Imagine you are surrounded by the relaxing colour. No longer is the air clear, it is the relaxing colour
- You can still make out shapes, but your world is now a different colour
- Imagine that as you breathe in, you breathe in this colour too
- See the colour filling up your lungs
- Imagine as you breathe out, that you breathe is the colour of stress
- See the stress colour mix into the relaxing colour around you. Watch the stress colour slowly disappear
- Breathe in your relaxing colour
- Breathe out the stress colour



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Mindfulness



Belly Buddies (10 minutes)

Ask children to hold a small stuffed toy or light-weight objects such as small bean bags or wooden blocks. Children lay on their backs and place the toy or object on top of their belly buttons. Take children through the guided breathing activity, asking them to watch the object as it moves up and down with their breath.





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Mindfulness



Glitter Bottle (5 minutes)

Use this sensory bottle concept as a mean to explicitly teach how mindfulness can help to calm us when we are feeling stressed, anxious, sad or angry.

Preparation—fill a bottle or jar with water, leaving 2–3 cm of space at the top. Add a generous amount of glitter glue to the bottle (or a combination of PVC glue and regular glitter). Seal the bottle well!

You may like to make one large bottle to use as an example for whole-class instruction, or a set of bottles that can be used by individuals or for small group rotations.

Directions—shake the bottle well to mix the glitter, water and glue. Share the following words with your child/children:

Imagine that the glitter is like your thoughts when you're stressed, mad or upset. See how they whirl around and make it really hard to see clearly? That's why it's so easy to make silly decisions when you're upset – because you're not thinking clearly.

Don't worry, this is normal and it happens in all of us (yep, grown-ups too). [Now put the jar down in front of them.] Now watch what happens when you're still for a couple of moments. Keep watching. See how the glitter starts to settle and the water clears? Your mind works the same way.

When you're calm for a little while, your thoughts start to settle and you start to see things much clearer.



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Mindfulness



Breathing Hands

2 minutes

- Spread one hand out like a star
- Use the index finger on your other hand to trace the outline of your star hand
- Take a deep breath in as you move to the top of your thumb
- Breathe out as you move down between your thumb and first finger
- Take another breath in as you move to the top of your first finger
- Breathe out as you move down between your first and second finger
- Repeat until you have taken 5 slow, deep breaths





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Mindfulness



Body Scan

10 minutes

This is a fantastic activity that children can 'take home' with them. It can be particularly useful to do a body scan to help relax before sleep. Children lay on the floor, with their eyes closed if they are comfortable (or they may prefer to look at the ceiling).

Encourage children to pay attention to their feet for 5 or 10 seconds.

Questions to ask during the body scan:

- How does this body part feel?
- Is it cold or warm?
- Does it feel tight or relaxed?
- Is all or part of that body part touching the floor?
- Or clothing?
- What does that feel like?

Move onto their toes, then ankles, then calves and knees. Continue body part by body part until you reach the head. Question how each part of the body feels to bring children awareness to their body in the moment. If there is tightness or stress, imagine breathing the stress out of that part of the body with each exhale.



**BUILD
BELONGING**



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**DO THE
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Mindfulness



Heartbeat

(5 minutes)

- Our heartbeat is an amazing representation of our emotions. Like our breath, it is always with us. So, we can use our heartbeat to connect with the present moment in times of difficulty or stress.
- You might like to begin this practice with three deep breaths
- Children place their fingers or hands over the part of their body where they can best feel their pulse – on the side of their neck, under their jaw – inside their wrist – or, over their heart
- Ask children to close their eyes and notice how quickly or slowly their heart is beating.
- Encourage them to think about their current state of emotion and consider if this might be connected to how quickly or slowly their heart is beating.
- Direct children to stand and jump up and down on the spot ten times.
- Children return to sitting and feel their heartbeat again, noticing any changes.
- Children may like to close their eyes and focus on their heartbeat until it slows back down.





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Mindfulness



Gratitude Practice

(5-10 minutes)

Children use a notebook or a folder and paper to make a Gratitude Journal.

Practise gratitude journaling at a regular time each day, perhaps first thing in the morning, after lunch or just before the end of the day. Take five minutes to think of something that you feel grateful for today.

Here are some topics or ideas you can use to guide your children:

- Something that someone else did for you that day.
- A person in your life that you appreciate.
- An activity or hobby you are grateful to be able to do.
- A positive quality of someone that can sometimes be hard to get along with.
- A skill or ability you have. – A part of your body you are grateful for and why.

An item that you love:

Something that made you laugh, what you have learnt from something that was hard?

Another beautiful idea is for each child to put their day's thanks into their own Gratitude Jar, or to create a Gratitude Tree where each day's thanks is written onto a 'leaf'. This could either be on a notice-board or be hanging on a string from the limb of a real plant or tree branch.



Awards & Honours

STARS OF THE WEEK

| EARLY YEARS | |
|---|---|
| Morning Nursery | Sanaa for amazing progress and independence in her personal care |
| Afternoon Nursery | Finlay for being ready, enthusiastic and eager towards his learning. |
|  England | John for wonderful story writing, excellent reading and showing he is ready to learn. |
|  Scotland | Ibrahim for making excellent learning choices and having a positive attitude towards his learning. |
|  Wales | Adam for making excellent progress in Maths and English |



STARS OF THE WEEK

| LOWER PRIMARY | |
|---|--|
|  Spain | Baqir for finding his voice and trying his best to speak more to his teachers and friends. |
|  Poland | Lilly for showing emotional resilience |
|  Italy | Huzaiifa for striving for excellence by using the vocabulary taught and using in the right context. |
|  Fiji | Ayaan for his consistent commitment to contributing to class discussions and improving his writing. |
|  Australia | Randa for her amazing use of toolkit features in her writing. |
|  Tonga | Zikra for an excellent sort burst write! |
|  Egypt | Kevin for working so well in maths this week and trying hard to strive for excellence. |
|  Ethiopia | Abhijash for his excellent writing in his innovation and trying hard to improve his handwriting and presentation. |
|  South Africa | Ibrahim for always helping in class and being super kind to everyone. |



STARS OF THE WEEK

| UPPER PRIMARY | | |
|--|-------------|--|
|  | Cuba | Fatima for her enthusiasm in Maths and always asking questions to develop her knowledge. |
|  | Canada | Kai for being focused on his learning and working hard in Maths and English. |
|  | Mexico | / |
|  | Brazil | Abeer for brilliant contributions to class discussions, in particular her knowledge about our Enquiry unit. |
|  | Argentina | Inaaya for striving for excellence in all subjects and brilliant effort during maths lessons. |
|  | Peru | Aiza for striving for excellence when learning the model text and the prosody she uses when reciting it! |
|  | Sri Lanka | Shreesha for consistently demonstrating readiness to learn across the curriculum |
|  | China | Haitham for always demonstrating the utmost respect to all in school and showing readiness consistently |
|  | Philippines | Gurjaish for always doing the right thing and being a fantastic role model to all. |



MATHLETICS

| 1 st | 2 nd | 3 rd |
|-----------------|-----------------|-----------------|
| Year 3 | Year 1 | Year 6 |
| Lets Improve | Year 2 | |
| Top Scorer | Sagan Egypt | |



Staff Spotlight



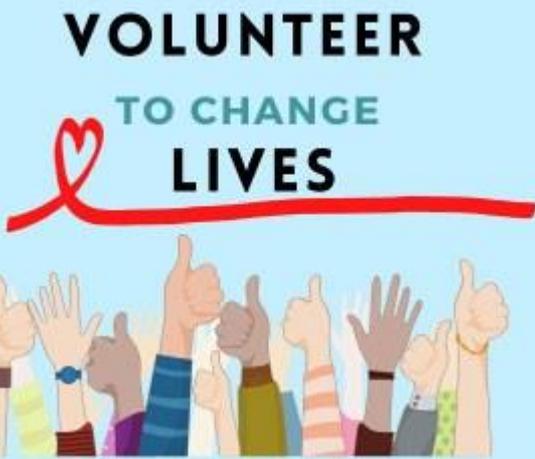
Name: Mr Ellis

Job Title: Year 5 Class Teacher

When did you join WCPS: October 2016. I also attended Wexham Court Primary as a child!

What is your favourite thing about WCPS: Getting to learn new things day

Clubs & Activities



**VOLUNTEER
TO CHANGE
LIVES**

We need volunteers to support Slough and Burnham families who are finding things tough;

- Could you support a family in their home?
- Could provide telephone support?
- A keen gardener? get in touch to help at our Allotment
- Could you deliver gift packages around Slough?

We provide free training and a wealth of ongoing support

For more information please get in touch
Tel: 01753 572958
email: office@hsslough.co.uk



**From all the staff here at Wexham Court Primary
School...**

