



Frodsham Primary Academy

22nd March 2024

Thank you to all the parents that came along to the SEND coffee morning this week. There were some fantastic tips shared from ADDvanced solutions. We look forward to following up with a second meeting in the summer.

A Huge WELL DONE to all KS2 children who took part in the cross-country competition at Delamere Forest today. You showed great determination and resilience and made each one of us proud. Your behaviour was exemplary; as I am sure all of the parents who attended would agree.

I would like to share with you some initial plans for September. Our September class structure will see classes return to

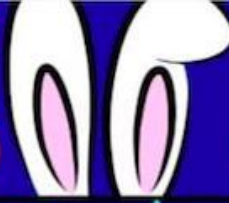
EYFS
Key Stage 1- Year 1 and 2
Lower Key Stage 2- Year 3 and 4
Upper Key Stage 2- Year 5 and 6
Resource Provision

I will share more information with you over the summer term.

We look forward to seeing many of you for your parent meeting on Monday or Tuesday to celebrate your child's achievements. Our after-school club will be running on this night in the main school hall, so children can join in with this session if they come along with you to your after-school appointment.

Have a great weekend, only 4 more days to go until we finish for the Easter break.

Mrs Callaghan



Easter



Bingo

Prepare your rabbit ears and lucky charms for our Easter Bingo Night! Bring your family and friends for a fun-filled evening of games and exciting prizes.

27TH MARCH

DOORS OPEN 5:30

Frodsham primary Academy



Stars of the week

N: Faye
R: Heidi
Y1: Mojeara
Y2: Evie-May
Y3: Zach
Y4: Stephen
Y5: Kai
Y6: Jayden
RP: Indianna

Dojo Champions

Reception: Carter
Year 1: Arlo
Year 2: Ruby
Year 3: Rosie
Year 4: Ayden
Year 5: Malakai
Year 6: Alex
RP: Albert



Rowan (8) Thea (6) Praveesh (8) Finley (9) Suzannah (6)
Kacper (5) Harriet (10)

★HAPPY★
BIRTHDAY!

★HAPPY★
BIRTHDAY!

Learning this week...

This week Snowy Owls have been writing setting descriptions about the setting in 'Little Red Riding hood'. The children have been adding descriptive words to the nouns they could see and Year 1 have been thinking about different ways they could start their sentences too.

In Maths this week Reception have been making their number line to 10 using numicon and using their more and less vocabulary to explain the stolen numicon pieces. Year 1 have been learning different strategies to add within 20 and linking their number bond knowledge of 10 to 20 to support them with adding and subtracting.

In Geography this week Year 1 have been learning all about the geographical and cultural features of Wales. In Spanish this week we were recapping our learning of colours and some children challenged themselves to complete work without the support given. In science this week we have been checking in on our beans and watching them grow and develop different parts. We completed our Plant booklets to show this. The children have been really excited to come and look at their progress each day!

Well done on another fantastic week Snowy Owls. One more week to go!

Miss Sands

This week in English, we have focused on using emotive language to really pull on the heartstrings of the readers. We have also looked at when and where apostrophes are used to show plural possession.

In Maths we have continued our work on Fractions, finding fractions of amounts using the bar model, and the year 4's starting to look at improper and mixed fractions.

The focus of the year 3 / 4 children in Geography has been the county of Cumbria this week, we have researched its various physical and human features, finding out all about Lake Windemere. Year 2 have been looking at Wales and its place within the United Kingdom.

In Science we have started 3 plant investigations, we have all planted our own sunflowers which we are responsible for watering and measuring, we are also testing if plants need light to grow, and if they need warmth.

Year 3 and 4 took part in the annual cross-country race at Delamere Forest on Friday. It was lovely to see children trying their best and competing against other schools, representing our school so well! We are proud of you all.

Miss Curtis

In Maths this week, Year Five have been learning all about 2D and 3 D shape. They have been recognising and describing the properties of shapes. Year Six have been studying algebra and have been adding, dividing and sharing algebraic equations. All children have been improving their speed and knowledge of timetables through a daily timetables grid.

English

We have been immersing our selves in letter writing linked to the book, 'the promise.' We have been writing persuasive sentences to include in our final letters. We have been analysing the vehicle text.

Science

We investigated different activities linked to irreversible and reversible changes. We made toast, melted chocolate, mixed vinegar and bicarbonate of soda and we mixed sugar and salt with water.

We were continuously investigating if we could get the original material back.

RE

We continued with our topic of Islam. This week we learnt all about the angels of Islam and how they were alive before humans. We learnt about how pure and without sin they are.

Mrs Harding

This week Tawny Owls have been very busy. On Monday we had our enrichment day where we planted cress, helped our bumblebee garden grow, fixed our eco brick bench and created bumblebees out of eco bricks!

This week, we have also spent a day immersing ourselves into our Little Red story. Each child created their own story box.

As part of DT, we have looked at chopping and cutting a variety of different fruits to feed animals outside. We then designed and made our very own pizzas!

Miss Pemberton

FREE EASTER SCHOOL HOLIDAY ACTIVITY



Everyone Welcome
Ideal For Families

Castle Park Frodsham
Friday 5 April
10am - 2pm

Friendly Help Available From 10am



New Courses!

**FIND YOUR
WAY PROJECT**

Short
1km

Medium 1.5
km



FIND THE CHECKPOINTS USING YOUR PHONE
YOU CHOOSE THE ROUTE - YOU CHOOSE THE PACE



FAIRY FOREST SCHOOL



EASTER EGG HUNT

FRODSHAM WOODS

11AM GOOD FRIDAY - 29/03/24

BOOKING ESSENTIAL!

INCLUDES

CAMPFIRE LUNCH

HAMMOCKS

MARSHMALLOWS

BOUNCE NET

BOOK NOW AT:

WWW.FAIRYFORESTSCHOOL.COM

PIC•COLLAGE

Get your bike checked this Easter

For brakes, punctures, loose bolts,
gears, chain, lubrication etc.

FREE

by **Frank & Steve**
Dr Bike Engineers



and get it Security marked by PCSO **Neil Flanagan**



on the Community Centre Field

Friday 5th April : 10.00 – 14.00 and

Find out about local cycling and walking routes

Supported by Frodsham Town Council



& Cycle North Cheshire



Diary of events for Spring Term

Monday 19 th February	Return to School
Monday 19 th February	Opal the dog- First session in school.
Monday 26 th February	Start of assessment week for Y1-Y6
Tuesday 27 th February	Reception vision and hearing screener
Thursday 29 th February	Y6 SNAP TRAP performance trip
Friday 1 st March	Y5/6 Volleyball festival
Tuesday 5 th March	Rec / Y1 Football tournament
Wednesday 6 th March	KS2 Dodgeball tournament
Thursday 7 th March	World Book Day- Fancy Dress
Friday 8 th March	Y5 / 6 Girls Football Festival
Tuesday 12 th March	Rec / Year 1 Athletics tournament
Thursday 14 th March	Y1 Mini Kickers tournament
Thursday 14 th March	Y3/4 Geography Local Area Visit
Thursday 14 th March	COLOUR RUN!!!!
Friday 15 th March	Red Nose Day
Monday 18 th March	Enrichment Day- Own Clothes day Bring a bottle or chocolates
Wednesday 20 th March	Advanced solutions (SEND) in for coffee morning 9am
Friday 22 nd March	FULL school reports sent out for Reception- Year 6
Friday 22 nd March	KS2 Cross Country Competition
Monday 25 th March	Y5 Easter Journey trip
Monday 25 th March	Parents evening (plus one afternoon slot)
Wednesday 27 th March	Easter Bingo! 5.30-8.00pm
Thursday 28 th March	Final day of school. 3.20 finish
Please NOTE: One week off for Easter break	
Monday 8 th April	Children return to school

Please take a note of term dates, these are also on the school website

Frodsham Primary Academy
School Term Dates 2023-2024



Autumn Term 2023

OPEN	CLOSE	OPEN	CLOSE
Wednesday 6 th September	Friday 20 th October	Monday 6 th November	Wednesday 20 th December
33 days		33 days	

Spring Term 2024

OPEN	CLOSE	OPEN	CLOSE
Wednesday 3 rd January	Friday 9 th February	Monday 19 th February	Thursday 28 th March
28 days		29 days	

Summer term 2024

OPEN	CLOSE	OPEN	CLOSE
Monday 8 th April	Friday 24 th May May	Monday 3 rd June	Thursday 18 th July
34 days		33 days	

TEACHER TRAINING DAYS: SCHOOL CLOSED TO PUPILS

Monday 4th September 2023 Tuesday

5th September 2023

Tuesday 28th June 2024

Friday 19th July 2024

Monday 22nd July 2024



School Term Dates for Frodsham Primary Academy September 2024 - July 2025

	School Opens	School Closes
Autumn Term 1	Wednesday 4 th September	Friday 18 th October
October Half Term	<i>Monday 21st October – Friday 1st November</i>	
Autumn Term 2	Monday 4 th November	Friday 20 th December
Christmas Break	<i>Monday 23rd December – Friday 3rd January</i>	
Spring Term 1	Monday 6 th January	Friday 14 th February
February Half Term	<i>Monday 17th February – Friday 21st February</i>	
Spring Term 2	Monday 24 th February	Friday 11 th April
Easter Break	<i>Monday 14th April – Monday 21st April</i>	
Summer Term 1	Tuesday 22 nd April	Friday 23 rd May
Whit Holiday	<i>Monday 26th – Friday 30th May</i>	
Summer Term 2	Monday 2 nd June	Friday 18 th July

INSET TRAINING DAYS (staff only – children are not in school)

- Monday 2nd September
- Tuesday 3rd September
- Friday 27th June
- Monday 21st July
- Tuesday 22nd July

SEND Newsletter

March 2024



What is neurodiversity?



Neurodiversity refers to the differences between how people think, process information, behave and communicate.

It emphasises that everyone's mind works differently. People have different interests, motivations, skills, and strengths. These differences should be recognised, understood, respected, and celebrated.

It's estimated that 15-20% of children and young people in the UK are neurodivergent.

Neurodiversity and mental health

Neurodiversity does not refer to a mental health condition; neurodivergent individuals do not necessarily have poor mental health. However, due to **social expectations** and a **lack of support and understanding**, neurodivergent pupils may be particularly susceptible to mental health problems, especially in environments where differences are not understood and respected.



How to support neurodivergent children

Empower neurodivergent children and young people.

Follow neurodivergent pupils' lead to help them to feel safe and able to act authentically. Work with individuals to meet their specific needs and build on their strengths.

Create an inclusive learning environment.

Carry out a sensory audit and consider adapting your classroom. Try to give all pupils the option to work in a quiet area if they prefer. Use visual aids and other communication devices to support learning and communication differences.

Gather student voice.

Create opportunities to listen to neurodivergent pupils and record this. Use this feedback to reflect on your classroom culture and environment to ensure that they are inclusive.

Simple Inclusive Classroom Strategies

1. Define clear minimum standards for behaviour.
2. Enforce those standards consistently.
3. Deal with low level disruption in a sensitive way.
4. Create opportunities to listen to all children.
5. Develop a 'scaffolded' approach to learning.
6. Be aware of the specific needs of every child in your class.
7. Provide support for them in ways which benefit ALL children in your class.
8. Create a calm, purposeful learning environment.
9. Clearly display timetables and key information.
10. Use pre-assessment to inform your planning.
11. Let children choose how to show what they have learned.
12. Don't compare the progress of one child to another; look at each individual starting point.



Further links to support understanding around neurodiversity and links to resources:

Classroom Sensory Audit: <https://education.gov.scot/media/i3nm5bkt/sensory-audit-tool-for-environments.pdf>

Guide to neurodiversity for staff: <https://mentallyhealthyschools.org.uk/factors-that-impact-mental-health/vulnerable-children/neurodiversity/?searchTerm=neurodiversity>

Understanding neurodiversity and inclusivity for teaching staff: <https://www.gtcs.org.uk/wp-content/uploads/2021/09/professional-guide-understanding-neurodiversity.pdf>

A guide to Specific Learning Difficulties: https://dyspraxiafoundation.org.uk/wp-content/uploads/2016/09/P16-A_Guide_to_SpLD_copy_2.pdf

10 Top Tips for Parents and Educators

DEVELOPING HEALTHY SLEEP PATTERNS

Quality sleep is paramount for wellbeing as it impacts our cognitive function, emotional balance and overall health. A World Health Organisation study highlighted that 44% of young people reported difficulty sleeping – potentially affecting their mood, concentration and immune system. Our guide offers expert tips for helping children to sleep more healthily.

1 MINDFUL TECH USE

Encourage a balanced approach to screen time. While phones, laptops, tablets and so on can serve as a helpful means of stress relief, it's advisable to minimise their use right before bed. These devices can keep the mind racing long after they've switched off, impacting how easily and how well a person can sleep.

2 EFFECTIVE SLEEP PRACTICES

Offer practical advice on reinforcing certain habits that have a positive influence on sleeping patterns. Children could start keeping a diary which they add to each evening, for example – or they could use up excess energy by exercising during the day.

3 HYDRATION HABITS

Underline the importance of drinking plenty of water throughout the day, while limiting drinks close to bedtime to prevent disruptions during the night; it's a lot harder to switch off if you keep needing to get out of bed for the toilet. Avoiding caffeinated drinks later in the day also allows the body and brain to slow down naturally, without any chemicals firing them back up.

4 CONSISTENT BEDTIME SCHEDULE

Assist children in developing consistent bedtime routines that tell the body it's time to wind down, promoting a more relaxed state. Establish specific activities for young ones right before going to bed – such as brushing their teeth – to set up an association between that action and falling asleep.

5 OPTIMAL SLEEP ENVIRONMENT

Ensure that the bedroom is comfortable, dark and free from distractions, fostering an ideal space for quality rest. The room's temperature should also be suitable for sleeping – that is, not too hot and not too cold – while rooms should be kept as tidy and free of clutter as possible.

6 RELAXING EVENING ACTIVITIES

Recommend activities that have a calming effect on the mind – such as reading or gentle stretching – in the lead up to bedtime, to prepare the mind for a peaceful night's sleep. Doing something quiet, relaxing and low intensity signals to the brain that it's time to rest and makes falling asleep much easier.

7 PRIORITISING ADEQUATE SLEEP

Emphasise the crucial role of sleep in maintaining physical and emotional wellbeing. It's especially important to sustain a healthy sleep pattern during challenging and intensive periods in our lives: during the exam season for children and young people, for instance.

8 NUTRITIONAL BALANCE

Highlight the significance of a healthy, balanced diet – and its role in establishing a more consistent sleep pattern. Try to lean towards preparing meals with plenty of fruit and vegetables, served in reasonable portion sizes: not only is this a lot healthier, but it also reduces the chances of feeling too full to be comfortable in bed.

9 PARENTAL SUPPORT

Parents and carers, of course, are uniquely situated to support their children in establishing and maintaining healthy sleeping habits. Parents can review their own sleep habits (incorporating anything from this list that they don't do already) to model a balanced bedtime routine and reinforce the importance of self-care.

10 MILITARY SLEEP METHOD

Look up 'the military sleep method': it's a technique for falling asleep quickly, which incorporates deep breathing exercises. You could encourage children to try it or even use it yourself. While it can take a good deal of practice to perfect, eventually it will start to feel natural – and the results are often extremely impressive!

Meet Our Expert

Minds Ahead design and deliver the UK's only specialist postgraduate mental health qualifications. Winner of the Social Enterprise UK 'One to Watch' award, the charity provides training and support to education organisations and local authorities. This guide has been written by Adam Gillett – a learning and development specialist who is also Associate Vice-Principal for Personal Development at a large secondary school.



X @wake_up_weds

f /wuw.thenationalcollege

@wake.up.wednesday

@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 13.03.2024