



Frodsham Primary Academy

Newsletter 23

23rd February 2024

We have had a fantastic first week back in school after the half term break. Children have settled quickly back into the routine of the school day and engaged well with all sessions. Our after-school clubs started this week and we have seen fantastic engagement, children seem to enjoy the range on offer this term with Forest School, Cooking, Gymnastics, Phonics, Maths, Recorder, and booster sessions all well attended. It was great to see parents attend our parent and child steps club with Miss Pemberton too.

Please don't forget, we also have the opportunity for breakfast club which operates from 7.45-8.40am at a cost of £2 per day including breakfast. We also have our after-school wrap around care on offer from 3.20-5.30 Monday-Thursday. I will be sending a new consultation out regarding this in the next few weeks. If you are interested in booking a place for your child, please speak with Sarah in the office. Sessions must be booked the week prior to ensure we have adequate staffing.

On Monday, we had a very special visitor into school, Opal the therapy dog. Our Tawny Owls chose their favourite stories and enjoyed reading them to Opal. Opal was fully engaged in every story and enjoyed his carrot treats at the end. We can't wait to welcome Opal back into school next week.

I would like to offer a warm welcome to Miss Cawte who has joined our staff team as a lunch time assistant. Welcome to the team!

In more positive news, some of you may have noticed that before Christmas our school was nominated for a grant through the Tesco Community Scheme. We had asked for funds to support enhancement of our breakfast club and funds to enhance our forest school. Shoppers placed their little blue tokens in one of three grant requests, and we are delighted to have found out that we were successful! Thank you, Tesco, for our £1,500 grant.

I have added the new phonics video links to this newsletter. If your child attends phonics sessions in school, please encourage children to watch at home to consolidate learning in school.

We have another very busy term ahead, so please keep a check on the events page at the back of this newsletter, so you know what is coming up!

Have a great weekend,

Mrs Callaghan

CLICKVIEW

Please ensure children are logging onto Click View as teachers will set weekly homework on here. Mrs Price runs a homework debt club on a Friday breaktime for children that have not completed it at home. Please encourage children to watch the full video and complete their questions.



How can ClickView support your child's learning?

ClickView provides teachers and students access to thousands of interactive videos and related resources to support learning and teaching. All ClickView produced content is developed with subject experts, ensuring it's age appropriate and aligned to the Australian Curriculum.



High-quality resources for learning

ClickView provides a library of video content explicitly aligned to the curriculum. Students and teachers can confidently access high-quality video resources that have been purpose-made in Melbourne, or educationally curated from a selection of pay-TV or free-to-air programs.



Engaging and interactive

Teachers can find, edit and share relevant educational videos with students, including interactive learning tasks, through which teachers can monitor each student's understanding. Students can upload and share their work with teachers and other students to demonstrate their learning.



Access videos anytime, anywhere

Teaching staff can share clips with students to view at home so they can use class time for quality discussions, higher-order thinking and problem-solving.



Safe and age-appropriate

ClickView resources feature Australian content classifications to help ensure students are accessing age-appropriate materials.

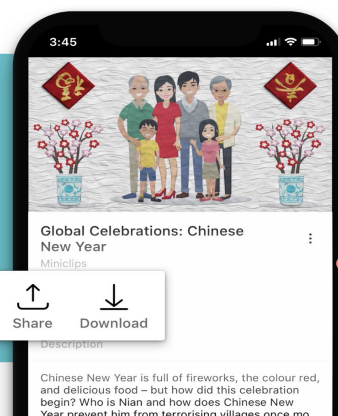
Get started with ClickView at home

1. Go to online.clickview.com.au on any browser or download the ClickView app.



2. Sign in using your child's school login details.

3. Browse over thousands of educational videos.





Fancy Dress Swap

Thursday, 1 February to
Wednesday, 6 March

WORLD BOOK DAY
7 MARCH 2024

NATIONAL BOOK tokens

Libraries | Cheshire West and Chester

The poster features a background of a bookshelf on the left and a central illustration of four children in costumes: a boy as a superhero, a girl as a pink princess, a girl in a wheelchair as a snowflake, and a boy as a green dragon. A yellow banner on the right contains the World Book Day logo and date.

Stars of the week

N: Adelayd
R: Harley
Y1: Amelia-Jayde
Y2: Evie-May
Y3: Charlotte
Y4: Louise
Y5: Emelia-Rose
Y6: Poppy
RP: Indianna

Dojo Champions

Reception: Kacper
Year 1: Blake
Year 2: Roary
Year 3: Hugo
Year 4: Paul-Cruise
Year 5: Emelia-Rose
Year 6: Lucas
RP: Milo



Owen (6)

★ HAPPY ★
BIRTHDAY!

Learning this week...

This week Snowy Owls have been immersing themselves into their new class book. They have made predictions based on the clues and items found, met the characters and asked them questions and written descriptions about the characters too.

In Maths this week Reception have been using their knowledge of number bonds to 5 to apply to subtraction facts. Year 1 have been continuing their learning on numbers to 20, looking at one more and one less and placing numbers on a marked number line.

In Science, we have been looking at properties of different materials and why different objects are made from different materials because of their properties.

Year 1 have enjoyed their first forest school session this week. Well done Snowy Owls, a great first week back!

Miss Sands

In our first week back in Hawk Owl class, we have started our new text 'The Journey' by Francesca Sanna. We have looked at how people are sometimes forced to leave their homes and flee to another country due to war, also how our characters might be feeling at each point in the story.

In Maths, Year 2 children have been focusing on 2D shape, whilst Year 3 and 4 children have been looking at angles, identifying different types and putting them in order from smallest to biggest.

We completed our sculpture unit in Art by making papier mache fish using bottles and cardboard, and started our new unit in RE thinking about how people can lead a fruitful life. The children thought of ways that they are proud of themselves and how they can lead fruitful lives also. In PE we have started our new tennis unit, and also completed our history topic of comparing features of the Stone age, Bronze age and Iron age.

Next week is assessment week, the children will be assessed in Maths, Reading and Spelling and Grammar. Please have a little recap on 'Rollama' on any grammatical features you are unsure of or use ClickView to watch videos on any mathematical concepts you need a little help with.

Miss Curtis

This week, Desert Owls started off the week by editing the newspaper reports that they wrote before half term. These have been written up and some children have typed them up to make them look like an official newspaper report.

Children have been introduced to their new text 'The Promise' which will be the stimulus for this half terms writing. The children started by writing predictions before the full text was revealed and then have written some lovely character descriptions.

In maths, the children have continued their work on decimals. They have linked these to fractions using a hidden imposter game. This really got the children talking about equivalent fractions and then using what they know about decimals to match up.

In geography, the children have investigated the global supply chain linked to the growing of cotton. The children looked at what would be classed as the primary, secondary and tertiary stages of the supply chain and how this also linked to Fairtrade.

Mrs Price

This week, Tawny Owls have focused on settling back into their school routine after a week off. All children have worked well and have enjoyed getting stuck into their new maths and English topics. In English, we are focusing on the book 'Little Red' after watching it in our pantomime last half term. This week, we have focused on getting to know the story and spotting the difference between 'Little Red' and the fairy tale 'Little Red Riding Hood'.

In maths, the older boys have started their work on fractions. This week they were focusing on understanding the vocabulary used when it comes to fractions and have already moved onto working out equivalent fractions.

The children in Year 2 and 3 have been focusing on shape. Children have impressed us by accessing their mainstream lessons for this.

Miss Pemberton

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- Bumblebees (more to follow)
Wednesday 20 th March	Advanced solutions in for coffee morning 9am
Friday 22 nd March	FULL school reports sent out
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
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	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	Monday 21st October – Friday 1st November	
Autumn Term 2	Monday 4 th November	Friday 20 th December
Christmas Break	Monday 23rd December – Friday 3rd January	
Spring Term 1	Monday 6 th January	Friday 14 th February
February Half Term	Monday 17th February – Friday 21st February	
Spring Term 2	Monday 24 th February	Friday 11 th April
Easter Break	Monday 14th April – Monday 21st April	
Summer Term 1	Tuesday 22 nd April	Friday 23 rd May
Whit Holiday	Monday 26th – Friday 30th May	
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

Set 1 special friends videos

sh	https://schools.ruthmiskin.com/training/view/pKrlyKMM/904VUOhF
th	https://schools.ruthmiskin.com/training/view/yUGeGqcT/MF0BEhDA
ch	https://schools.ruthmiskin.com/training/view/RRQpC1lw/qFydqrMy
qu	https://schools.ruthmiskin.com/training/view/diKJqwJ4/m2qbPDd1
ng	https://schools.ruthmiskin.com/training/view/AYWQ8Jmi/mALkljmx
nk	https://schools.ruthmiskin.com/training/view/zEtpvEav/byxrQu6O

Set 2 sound videos

ay	https://schools.ruthmiskin.com/training/view/hR62hW5B/hPHQBUab
ee	https://schools.ruthmiskin.com/training/view/w893zEMK/7NXU3kld
igh	https://schools.ruthmiskin.com/training/view/18OYPoHy/jclLODV4
ow	https://schools.ruthmiskin.com/training/view/UeAS05Ri/xWaZMmd3
oo	https://schools.ruthmiskin.com/training/view/wqlrRhhA/3Fwa87S3
oo (u)	https://schools.ruthmiskin.com/training/view/iDqsQzjK/7whmB59n
ar	https://schools.ruthmiskin.com/training/view/Q3zvGeKG/UJWzyl6K
or	https://schools.ruthmiskin.com/training/view/l9sp46lg/Nkm3vgCA
air	https://schools.ruthmiskin.com/training/view/ZskXYkAk/WtrKWMYg
ir	https://schools.ruthmiskin.com/training/view/lgctMSk7/u4cAEg2C
ou	https://schools.ruthmiskin.com/training/view/lAlbdwwr/d8YuKJhR
oy	https://schools.ruthmiskin.com/training/view/b2VdZLSE/seWxKFjI

Set 3 sound videos

ea	https://schools.ruthmiskin.com/training/view/NU9iMYrh/Rt0aKth6
oi	https://schools.ruthmiskin.com/training/view/HiLObr5R/BFemi7Xw
a-e	https://schools.ruthmiskin.com/training/view/JMOdTrLN/8uqMlqaP
i-e	https://schools.ruthmiskin.com/training/view/wWzguoJY/ENonYmCl
o-e	https://schools.ruthmiskin.com/training/view/B54tSKzp/a3lsm7j4
u-e	https://schools.ruthmiskin.com/training/view/dMHtW8y6/cf91E8NG
aw	https://schools.ruthmiskin.com/training/view/kfswYbTM/tvf8npcJ
are	https://schools.ruthmiskin.com/training/view/3czylrZO/TrL95e5b
ur	https://schools.ruthmiskin.com/training/view/nhZFylcx/pWs0jIgh
er	https://schools.ruthmiskin.com/training/view/Xyj0Qsw2/7gvtBCdV
ow	https://schools.ruthmiskin.com/training/view/DQP65Oq9/IT46VL5N
ai	https://schools.ruthmiskin.com/training/view/AJkpgdX/2bponCe4
oa	https://schools.ruthmiskin.com/training/view/M5SVSAuS/iRVJrKbT
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Set 3 additional sound videos

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ie	https://schools.ruthmiskin.com/training/view/iYGtiJtb/qFAkLNhJ
au	https://schools.ruthmiskin.com/training/view/OCcga6rx/B9pDKwb5
e-e	https://schools.ruthmiskin.com/training/view/ESQobBF8/TTvIXD7O

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.

Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



#WakeUpWednesday

The National College®