



HEADTEACHER'S WEEKLY BULLETIN

"For I know the plans I have for you... plans to give you hope and a future"

Jeremiah 29:11

ISSUE NO. 20: 23 Feb 2024

DIARY DATES

Fri 8 Mar	2.30pm Mothers Day Assembly
Fri 15 Mar	Red Nose Day for Comic Relief
Mon 18 Mar	3.15pm Ladybirds Friendship Teatime in Tandridge Village Hall—All welcome
Tues 19 Mar	Parent Teacher Consultations by appointment—Details to follow
Wed 20 Mar	Pause Day: Easter
Thurs 21 Mar	Parent Teacher Consultations by appointment—Details to follow
w/c 25 Mar	NO AFTER SCHOOL CLUBS
Tues 26 Mar	2.45pm Easter Bonnet Parade—All welcome
Wed 27 Mar	9am Easter Service @ St Peter's Church, Tandridge—All welcome
Thurs 28 Mar	Last day of spring term
Mon 15 Apr	Start of summer term

✓ THINGS TO CHECK THIS WEEK:

- Please check that all items of uniform, coats, etc are clearly named

WE LOVE SCIENCE!



HAPPY BIRTHDAY TO...

James (age 5) and Fletcher (age 6)



"The important thing is to never stop questioning [or learning]"

— Albert Einstein

Dear Parents and Carers,

I hope you have had as great a week as we have. Science Week is always an amazing time where the children's imagination, curiosity, and inquisitiveness shines through. They have emersed themselves in the awe and wonder of science and marvelled at the results, especially if these were different to the 'expected'. They have been looking at forces: magnetic force, friction, air resistance, gravity and weight, static electricity and water resistance.

The children were treated to fantastic workshops led by Alice (Robyn's mummy) on Tuesday. The children looked at the invisible force – air, and thought about how it can move objects, just like Matilda did. The children made their own air chambers and, using these, experimented with moving paper from different distances. They were then treated to a huge air chamber (from a dustbin!) created by Alice. She used dry ice so the children could actually see how the air pushes out to knock over a tower of cups. They were completely amazed and seriously impressed with this, so please just check that you still have your dustbins, as many children were saying that they would like to create one of those! Our enormous thanks to Alice for her time and energy in creating these fantastic displays of 'science in action' for us.

During the week, the children, either in their year groups or in mixed classes have been creating and performing all sorts of wonderful experiments. First formulating a hypothesis—an educated guess based on general premises, before testing the hypothesis with an experiment. Then based on the results of the experiment, making a specific conclusion as to the accuracy of their hypothesis. All very scientific!

They have tested out friction, created bridges and tested the strength of their designs using weights, built rockets and tested the distance they travel using Alka-Seltzer® tablets, researched famous scientists and discovered the science behind non-Newtonian fluids.

Quite a variety of different scientific opportunities! They are all going to be scientific whizzes by the time they reach junior school age!



And the winners are....

As mentioned above the children in Ladybirds and Dragonflies came together to design a bridge that would hold weight (for a sustained time). The children first watched a video about successful bridge construction with the use of triangles, for example, to evenly distribute weight.

The children were then challenged to make their own bridge using only 2 pieces of A4 paper, straws and masking tape. Having tested out their bridges we can announce that the overall winners are:

1 st :	Dominique, Lila, Felix, Cecily	1 st = :	Archie, Woody, Jonah, James – over 12kg wow!
3 rd :	Freya, Holly, Alicia – 10kg	4 th :	Ava, Camilla, Lucy – 7kg



"Science is not about being right or wrong, it's about being willing to ask the right questions and follow the evidence wherever it leads"

— Neil deGrasse Tyson

CLASS NEWS

BUSY BEES

This week Busy Bees have been Amazing Scientists and Mathematicians. They have used the power of forces to move objects like Matilda and have explored how key forces work in real life using magnets, air, fire and even dry ice. We also learned all about light and dark and created shadow puppets to find out how we make a shadow. We shared our Science books in the classroom today and had a fabulous time learning new concepts with each other while exploring the lovely books we brought from home. As part of our topic for this half term we have been learning about the animals that live in Antarctica, and specifically penguins. We used our knowledge to label the penguins body parts in our Literacy books. We found out that our classroom polar animals had been trapped in ice and we spent a lot of time trying to find out how to melt the ice to release the animals by using water at different temperatures and salt. In Maths we are learning all about measuring and we made playdough caterpillars to explore long and short and the longest and the shortest.



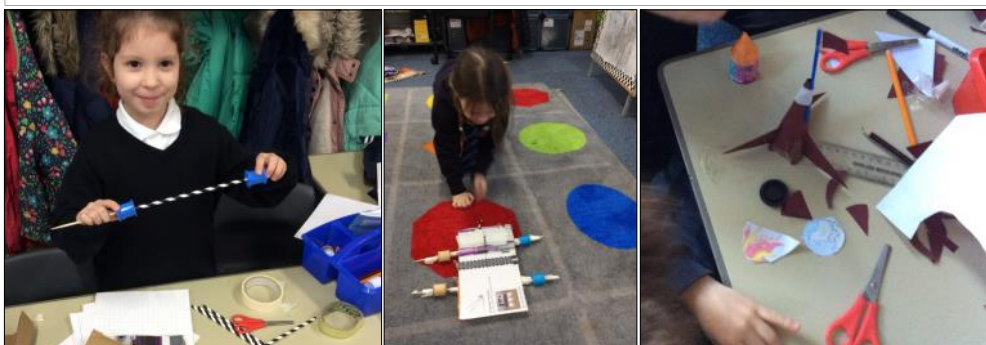
LADYBIRDS

Ladybirds have had a fantastic first week back and it was science week! We started our week with the Dragonflies, researching famous scientists and creating posters about them. We also had a challenge—we had to build a bridge using only 2 pieces of A3 paper and some paper straws. We had to see which bridge could hold the most weight. We really enjoyed doing this! We have designed and made rockets, which are all ready for testing. We will be finding out which rocket can fly the highest!



DRAGONFLIES

This week Dragonflies have turned into scientists and designers! They planned, designed and made 'bridges' to hold as much weight as possible using only 2 bits of paper and paper straws. They also made detailed plans for balloon cars to help Mrs Armitage and then created them. They have also created 'rockets' from cola bottles to launch a cardboard person as far as possible! Yesterday we investigated solids, liquids and gases. The children saw, in Collective Worship, what happens if oxygen is used up by a candle and how it changes the air pressure in a vacuum. Then, as a Key Stage, we looked at Non-Newtonian fluids which don't follow the specific rules around 'States of Matter' (they all brought some home). In English we have been writing stories unsupported, using simply a picture prompt. The children really impressed us with this! In Geography, we started our topic 'Exciting Explorers' by investigating a map of the USA. The children had to use our new atlases to label as many of the 50 States as they could in 45 minutes.



PARENT/CARER ENTITLEMENTS SURVEY ~ SURREY COUNTY COUNCIL

We are asking parents/carers to take part in this survey as it is important to gather your views regarding early education and childcare for 0-4-year-olds and also for out of school childcare provision for 5-11 year olds during school term time. This will help us to make sure we have enough high-quality education and childcare and wraparound places for everyone that needs them. Please complete this by following the link:

<https://www.surreysays.co.uk/csf/early-years-expansion-entitlements-parent-survey>

Have a truly inspiring and wonderful weekend. God Bless, *Lenia Greenaway*

HOMEWORK

Busy Bees: Polar regions writing sheet

Ladybirds: Multiplication

Dragonflies: US map work

Dear Father God,
We pray for the men and women of science who are also men and women of faith.
We know that scientists discover, you reveal, and all are blessed.
We ask, Lord, that you would give them wisdom, discernment, and a fortified faith that allows them to remain in awe of the things you have created.
Amen.



ST PETER'S CHURCH, TANDRIDGE



Phone: 01883 714263
Email: stmaryoxted.stpeterandridge@gmail.com
https://stpeterandridge.uk/Groups/343723/St_Peters_Church.aspx




SUNDAY 25 FEBRUARY

11am Family Communion
4.30pm Café Service @ St Mary's, Oxted
6.30pm Evening Prayer

PRAYER OF THE WEEK
O put your trust in God;
for I will yet give him thanks,
who is the help of my
countenance,
and my God.



HOUSE TEAM POINTS

 94	 118	 65
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CHILD PROTECTION CONTACT CENTRE

At St Peter's we take the safety and well-being of every child very seriously. If you are ever concerned about a child please speak in confidence to our Designated Safeguarding Lead, Miss Greenaway or our Deputy Designated Safeguarding Leads, Mr Atterton and Mrs Vaquinhass. If you feel you have not had a satisfactory response from us to any child protection issue, please phone the contact centre on:



Tel: 0300 200 1006

"Safeguarding is Everyone's Business"

Emergency information regarding the school will be announced on HEART RADIO 102.7FM

01883 712439 | hello@stpetersinfant.org | www.stpetersinfant.org



Southwark Diocesan Board of Education
Supporting Christian Education





EASTER EGGSTRAVAGANZA & CRAFTERNOON

SATURDAY 23 MARCH, 1.30PM – 3.30PM @ TANDRIDGE VILLAGE HALL RH8 9NN

JOIN US FOR SOME FAMILY FUN!

INDOOR EGG HUNT, ARTS & CRAFTS, TOMBOLA, CAKE SALE,
GLITTER STENCILLING, SCAVENGER HUNT, GAMES,
PRIZES, COLOURING COMPETITION, MUSIC, REFRESHMENTS,
BOUNCY CASTLE & MUCH MORE!

£4 ENTRY PER CHILD – PLEASE BRING CHANGE! EVERYBODY IS WELCOME!

ALL PROCEEDS GO TO THE TANDRIDGE VILLAGE PRE SCHOOL.

PLEASE COME ALONG, SUPPORT YOUR LOCAL COMMUNITY & HAVE FUN!

WonderLAB
WONDER.CREATE.PLAY



TERM TIME CLASSES

LIMITED SPACES

follow @wonderlabwithalice
for activities and tips

PLAYFUL, EXPLORATORY ACTIVITIES
THAT FOCUS ON SENSORY PLAY AND
DEVELOPMENTAL SKILLS.

2 to 5 YRS (with adult) Tandridge Village Hall, RH8 9NN
Mondays 10:00am or 11:15am
45 minutes of wonder

SCIENCE
TECHNOLOGY
ENGINEERING
ART
MATHS

SIGN UP NOW!

email alice@wonder-lab.co.uk

Some free courses that you may find of interest:

FREE FIRST AID TRAINING: The British Red Cross and Surrey Prepared are hosting a free first aid training session for beginners or those with existing knowledge on Wed 26 June at 18:30-20:30 Book your place.

The YMCA East Surrey Community Wellbeing Team is holding [free online workshops](#) for parents/carers with children aged 8+ about :

TALKING TO YOUR CHILD : SUPPORTING THEM TO COPE WITH WORRIES

Wed 17 April | 18:30-19:30

Wed 12 June | 18:30-19:30

Wed 18 Sept | 18:30-19:30

Wed 13 Nov | 18:30-19:30

[Book your place](#)

UNDERSTANDING, EXPRESSING & MANAGING EMOTIONS

Wed 13 Mar | 18:30-19:30

Wed 15 May | 18:30-19:30

Wed 17 July | 18:30-19:30

Wed 16 October | 18:30-19:30

[Book your place](#)

The YMCA East Surrey Community Wellbeing Team is holding free online workshops for parents/carers with children aged 10-11 years old about :

SUPPORTING YOUR CHILD WITH THE TRANSITION FROM PRIMARY TO SECONDARY SCHOOL

Wed 1 May | 18:30 – 19:30

Wed 5 June | 18:30 – 19:30

Wed 3 July | 18:30 – 19:30

[Book your place](#)

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