

Abacus Primary School



Newsletter 503 13/10/23



As I write this newsletter, Year 6 are coming to the end of their residential experience. What an amazing week they have had! They have all overcome barriers and faced challenges head on. I really hope that they look back on this week and feel extremely proud of themselves. Their week has been action packed with activities including canoeing, fencing, zip wire, raft building, Jacob's ladder, coastal walk and giant swing. I had the pleasure of spending the day there with them on Wednesday and was so impressed by how they pushed themselves on each activity and encouraged their classmates. Thank you to our amazing Year 6 Team who have given up their week and family time to make this experience possible and to Mrs Keeley who attended for part of the week. I am sure everyone is looking forward to sleeping in their own beds tonight! To view the photos of this week– copy and paste the link: <https://www.abacusprimaryschool.co.uk/pgl-october-2022>



Next week, we will be on
WEEK 2 of our Summer menu.
Please see the next page for changes.



Please note, the changes for next weeks dinners that have been highlighted on the menu below.

This only affects Thursday's options.

Please note that Tuesday and Thursday's Green band is not Gluten Free

| Week 2 | Red Band | Green Band | Yellow Band | Purple Band | Dessert |
|-----------|---|---|----------------------------|--|--------------------------------------|
| Monday | Pasta Bolognese Garlic Bread GF, DF, EF | Quorn Bolognese Garlic Bread GF, DF | Jacket Potato with Filling | Egg & Crispy Bacon Baguette GF, DF | Peaches & Cream or Fresh Fruit |
| Tuesday | All Day Breakfast Sausage, Bacon, Hash Brown & Beans GF, DF, EF | Vegetarian All Day Breakfast, Sausage, Mushroom, Hash Brown & Beans DF, EF | Jacket Potato with Filling | Ham Sandwich Crisps GF, DF, EF | Chocolate Crispy Cake or Fresh Fruit |
| Wednesday | Roast Chicken, Roast Potatoes, Vegetables & Yorkshire Pudding GF, DF, EF | Roasted Quorn, Roast Potatoes, Vegetables & Yorkshire Pudding GF, DF, EF | Jacket Potato with Filling | Bacon, Lettuce & Tomato (BLT) Sandwich GF, DF, EF | Yoghurt or Fresh Fruit |
| Thursday | Sausage Baguette DF, EF | Veggie Sausage Baguette DF, EF | Jacket Potato with Filling | Cheese Roll GF, DF, EF | Lemon Drizzle Cake or Fresh Fruit |
| Friday | Jumbo Fish Fingers, Chips & Peas GF, DF, EF | Cheese & Onion Pastry, Chips & Peas EF | Jacket Potato with Filling | Tomato Pasta Pot GF, DF, EF | Cookie or Fresh Fruit |

Secondary School Applications for September 2024 –

Reminder for Year 6 Parents



As you may be aware, the statutory closing date for applications from parents of Year 6 children (for a secondary school place in Year 7 from September 2023) is **31 October 2023**.

Year 6 children who have yet to submit an application, must do so **by 31 October 2023**. Any applications made late are dealt with after those made on time and so applying late reduces the chances of being offered a preferred school.

Applications can be made via our website www.essex.gov.uk/admissions



There are over 40 families in Wickford that rely on the foodbank each week.

For Harvest week and to tie into the Year 2's Harvest Performance we will be collecting items for the food bank. This will be collected on Friday 20th October.

The current items in short supply are:

- Tinned meat
- Tinned fish
- Tinned fruit
- Long-life milk
- Tea
- Coffee
- Tinned vegetables
- Tinned potatoes
- Tinned tomatoes
- Pasta sauce
- Jam
- Marmalade

We are also grateful to receive donations of toiletry items - shower gel, deodorant, shampoo and feminine hygiene products.

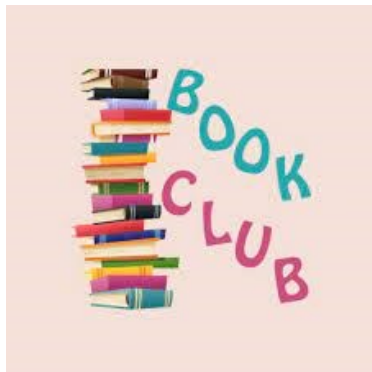
The table is now set up ready for your donations, please bring into school via class or to the office, thank you for your support.



We love to read!



The sun was shining and our resident friends were smiling as Isla, Olivia, Mollie, Mason, Freddie and Deniz read to them at Silvana Court on Monday afternoon. Many of our resident friends said that book club is the highlight of



their week. Well done Year 5.



This week, we donated some exercise books to 'Boxers Barbers 4 Ukraine Humanitarian Aid' fund. We received the following message from them:

'Thank you so much for your fabulous donation of exercise books. These will be gratefully received at a school we're talking to in Ukraine.'

Kind regards Dan Gausden Boxers Barbers 4ukraine.



LET'S CELEBRATE!



WELL DONE!

Well done to Darcie, Ava-Grace, Kieran, Max, Eden, Eloise and Samuel for their achievements out of school this week. We're really proud of you.



Well done and 'thank you' to our amazing foundation stage lunch monitors Chimdi, Charlotte and Abella who give up fifteen minutes of their lunchtime each day to help our children in foundation. They arrive at the hall every day with the BIGGEST smiles.



Watch the moment John Willis is surprised as the winner of Pride of Britain fundraiser of the year for the West of the Anglia region.

<https://www.itv.com/news/anglia/2023-09-15/john-willis-wins-anglia-west-pride-of-britain-fundraiser-of-the-year>



This week, we invited children to wear yellow to recognise 'World Mental Health Day'. I wanted to take this opportunity to thank our amazing Wellbeing Ambassadors who come to school early every Tuesday morning to help me focus on Wellbeing across our school. Over the last couple of weeks we have been planning activities for classes to complete, focusing on mental health including class toolkits. On Tuesday the Ambassadors worked together to create a photo frame which they used to take selfies throughout playtimes and lunchtimes.

The Ambassadors take their role very seriously...and meeting with them each Tuesday definitely helps my wellbeing!



[Britain Get Talking | Home \(itv.com\)](https://www.britaingettalking.com)



[Britain Get Talking](https://www.britaingettalking.com)

Britain Get Talking is ITV's landmark Mental Wellness campaign encouraged at keeping one another connected while helping improve the quality of conversations.

www.itv.com

Our Curriculum



| | |
|---|---|
| <p>Early Years FOUNDATION Stage</p> | <p>We have been thinking about Autumn this week, collected leaves and then used them to make our own, h-h-h-happy hedgehog. Our focus in Maths has been long/short and big/small. Can we show you the difference at home? We enjoyed reading and talking about the colour monster. We have talked about ways we express emotions and thought about ways of helping each other. We also made a brilliant display of the colour monsters for our class.</p> |
| <p>Year 1</p> | <p>This week in English we learnt about two different types of words - 'verbs and nouns' and how to use them correctly in a sentence. In Maths we also learnt about a Part Whole Model which is going to help us understand addition and subtraction in the future. In Geography we looked at some facts about Scotland, ask us what Scotland's national animal is, you might be surprised at the answer. On Tuesday we also did some activities around 'World Mental Health Day' and talked about different things that make us happy and keep our minds healthy.</p> |
| <p>Year 2</p> | <p>What a busy week it's been in Year 2! We had a lovely morning on Tuesday for 'World Mental Health Day', when we took the time to talk and share about the things that make us happy and how we can help ourselves and each other when we are feeling sad. It's really important to share our feelings and we know that talking with our friends and families is the best way to feel happy and confident. We have worked hard in Maths to practice our number bonds to 20 and have started to explore number fact families to help us with addition and subtraction strategies. In English we have planned and started to write a magazine recount of the Great Fire of London, something we have become so knowledgeable about this term! Our Harvest performance is almost audience ready and we have been working really hard to become confident with our words and all the songs. We really hope you enjoy it when you come to watch next week!</p> |
| <p>Year 3</p> | <p>In Year 3 this week we have been writing command sentences with coordinating conjunctions to write an instruction text. Our spelling pattern this week is +ture at the end of words - this is List 5 if you are using the Spelling Shed app. We have been working hard on addition and subtraction, using number lines to demonstrate crossing and exchanging tens. We have also learnt about Sikh and Jewish commitment ceremonies in RE and how fossils are formed in Science. We enjoyed developing skipping skills in PE and we also completed our first intra-sports competition as Y3s.</p> |
| <p>Year 4</p> | <p>In Maths, we have been focusing on using a formal written method to add numbers with up to 4 digits. Tuesday it was 'World Mental Health Day'; we discussed the 'tools' we might use to help us when we are not feeling happy e.g. go for a walk. Why not discuss the tools you might be able to use at home? In Geography, we have been learning more about the rainforest. We have been learning about deforestation and the reasons it is happening such as palm oil production. What foods at home do you have that have palm oil in the ingredients? In Music, we have been using a glockenspiel for composing to the tune of 'Mamma Mia'. In Art, we created word shadow sculptures with words that we associate with school. We are now waiting for a sunny day to be able to create the shadows with our sculptures!</p> |
| <p>Year 5</p> | <p>Year 5 started their week ready to learn about persuasive texts. They shared a video called 'Space Monkey' and debated weather sending animals to space was the right thing to do. They had some great discussions and have written some amazing short burst writing. In Maths the children have been working to add numbers up to 6-digit number using the column method and subtracting numbers up to 6 digits with exchange. They have been enjoying the challenges and tricky problem-solving questions set. They have also started their new RE topic this week looking at the question 'Is believing in God Reasonable?' learning what a philosopher is and how questions are open ended and how some need to be thought about in great detail. We have had lots of deep and meaningful conversations this week. In Music we have continued to learn the lyrics to the amazing songs ready for the once in a lifetime Young Voices experience at the O2.</p> |
| <p>Year 6</p> | <p>Year 6 have had a fantastic week at PGL! They have showed amazing resilience, determination and great team work whilst taking part in an array of activities. These included Canoeing, Giant Swing, Raft Building, Climbing Wall, Rifle Shooting, Coastal Walk to name but a few...phew, they are going to sleep well this weekend! Well done to them all, they have all done amazingly and we are very proud of them!</p> |



NEW INTAKE SCHOOL TOURS

Our school is holding tours for prospective parents on the following dates:

TUESDAY 31ST OCTOBER

THURSDAY 23RD NOVEMBER

MONDAY 8TH JANUARY

We are holding 3 sessions on each of the above dates:

9.30am, 10.45am & 1.30pm

The tours will last for approximately 45 minutes and begin with a presentation sharing key information about our school, followed by a tour led by our "experts" in Year 6.

Please contact our school office on 01268 571018 to book a tour.

Tours are by appointment only

We look forward to meeting you all!

Below is a Focus on going “out and about” with your neurodiverse child.

Day trips and visits can be a stressful experience for neurodivergent children and their families. Here are some top tips to help make a day out run a little more smoothly:

Research

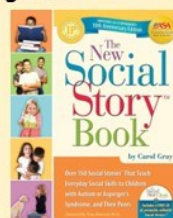
You know your child!- try to anticipate which parts of the trip they might find difficult or that they may need to know about in advance. Can your child help plan part of the day e.g. what they eat and where? Can you visit the website/ look at the map together and plan the “must do” parts of your trip.



Google Earth is also a great way to see places in advance.

Social Stories

Social stories can help to give an understanding of what will happen when and what will be expected from your child during the visit. They can also provide reassurance that you will go home at the end of the trip.



Look for books by Carol Grey and Siobhan Timmins.

Plan in lots of breaks



New sights, smells, noises can be overwhelming for a neuro diverse child and they will tire more quickly. Plan in lots of breaks. Help by keeping them fed and watered with their favourite foods and comforting snacks and drinks to give them time to regulate.

Schedule in stops and breaks that you know will help e.g. ice cream break if that is a treat.



Condition alert cards/lanyards

Condition alert cards are like business cards that outline your child's condition and can help explain in difficult situations if you need to give information quickly-

I am autistic card (www.autism.org.uk)

ADHD card(www.stickmancommunications.co.uk/product/adhd-card/)

Sunflower lanyards are also designed to let people know that someone may need extra help.



Take familiar items

Take some familiar things from home that might provide you child with reassurance and comfort. They can also provide your child with something to do to pass the time

e.g. books, tablet and toys for a car journey as well as helping sensory needs such as ear defenders or a comfort blanket.



For More Information



<https://someonesmum.co.uk/2018/05/08/tips-planning-day-trips-with-autistic-children/>

<https://www.autism.org.uk/advice-and-guidance/topics/leisure/holidays/parents>

<https://www.autismspeaks.org/going-out-eat-what-would-you-do-autism>

<https://www.thetimes.co.uk/travel/advice/ten-tips-for-travelling-with-autistic-and-neurodiverse-children>

SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From climate change to the war in Ukraine and the conflict in Israel, right now children across the globe can scarcely go online without being exposed to unsettling stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

FIND OUT WHAT YOUR CHILD KNOWS 1

There are many ways that children are exposed to upsetting content in the media, both online and offline. Before swamping your child with information, find out what they know already. Show them you're interested in what they have to say, practice active listening and try to gauge how much your child has been impacted by what they've seen.



RIGHT TIME, RIGHT PLACE 2

Starting a conversation about upsetting content probably isn't the best idea when your child is studying for an exam or about to go to bed. Choose a time when they're relaxed and open to talking, to make sure you have their full attention. Remember, these conversations can become emotional, so choose somewhere your child feels safe and comfortable.



KEEP IT AGE APPROPRIATE 3

With younger children, try and keep the conversation more general and avoid leading questions and complex detail. You can go slightly deeper into the specifics with young teenagers but keep monitoring their emotional response. With older teens, you can be more open about the realities and consequences of what's happening – but again, do stay aware of their emotional state.



EMPHASISE HOPE 4

Upsetting content can make anyone feel angry, scared, sad or overwhelmed. Try to find stories of hope, generosity and strength related to the content you're discussing. Children often feel reassured when they know they can do something to help, so encourage your child's sense of control through activities which make them feel they're positively impacting the events they're concerned about.



MONITOR REACTIONS 5

All children react differently, of course, and young people might not directly say that they're scared, angry, anxious, confused or uncomfortable. Emotional reactions are natural when discussing upsetting topics, so take note of your child's body language and reactions. Allow them to express their feelings in a non-judgmental space and try to stay mindful of how they might be feeling.



CONSIDER YOUR OWN EMOTIONS 6

It's not only young people who find upsetting news difficult to process: adults also have to deal with strong emotions in moments of stress. Children develop coping strategies by mirroring those around them, so staying on top of how you appear to be regulating your emotion on the outside is important for supporting your child through worrying times.



SET LIMITS 7

Managing screen-time and content can be difficult even in normal circumstances, but especially in unusual or stressful periods (at the start of the pandemic, for example). It's virtually impossible to keep children away from upsetting content completely, but it's important to try to limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screen-time limits.



TAKE THINGS SLOWLY 8

Try not to overwhelm your child with information all at once: instead, take the discussion one step at a time. You could make the first conversation a simple introduction to a potentially upsetting subject and then wait until your child is ready to talk again. Opening the door to the conversation and demonstrating that your child can talk to you about this type of issue is a vital first step.



ENCOURAGE QUESTIONS 9

Online, troubling images, posts, videos and stories are shared across multiple platforms, many of which your child might access. Even if the content is actually inappropriate, encourage your child to discuss what they saw instead of being angry at them for seeing it. Children are still learning that not everything online is accurate – you want to be their ultimate source of information, not their device.



FIND A BALANCE 10

There's often a tremendous compulsion to stay right up to date with events. Our phones frequently send us push notifications urging us to read the latest article or view the most recent video on social media. It's essential to remind your child that it's healthy to take regular breaks, and to focus on positive events instead of 'doomscrolling' and risking becoming overwhelmed by bad news.



BUILD RESILIENCE 11

News has never been more accessible. While our instinct may be to shield children from upsetting stories, it's important that they're equipped with the tools to manage this content when they are exposed to it. Talk about upsetting content more generally with your child and emphasise that they can always tell you or a trusted adult if something they see makes them feel uneasy.



IDENTIFY HELP 12

It's hugely important that children know where to find support if they encounter upsetting content online. Encourage them to open up to an adult that they trust, and make sure they're aware of who their trusted adults are. It's essential that children understand that they're not alone, and that help is available if and when they need it.



Meet Our Expert

Cayley Jorgensen is the director of FaceUp South Africa, which is a reporting system that is currently being used by schools and companies to fight bullying around the world. FaceUp helps give a voice to bystanders by encouraging them to speak up and get the help they not only want but need.



Source: <https://www.bbc.com/news/health-5647906> | <https://www.children.com/blog/supporting-your-child-with-upsetting-content/> | <https://www.unicef.org/parenting/how-talk-your-children-about-conflict-and-war> | <https://www.bbc.com/news/world-middle-east-5739975>



National Online Safety®

#WakeUpWednesday