



Friday 23rd
February 2024



Barden Primary School
Only my best is good enough for me



Dear Parent/Guardian,

Welcome back everybody. I hope that you have enjoyed a good half term break. It's lovely to see everybody again. We have lots of exciting things going on this term, including our Love to Learn! Sessions where you can enjoy attending a lesson with your child. It's World Book Day on 7th March - we have lots of exciting things planned. Finally, get planning your egg-citing Easter bonnets/eggs for our egg-cellent Easter parade towards the end of the half term. Phew! What a term ahead!

Kind regards, Mrs Holgate, Headteacher

Thank you for your continued support. If you should have any questions or concerns, please do not hesitate to contact school to speak with us.
01282 226777 You can also catch me on the yard most mornings before school.

DATES:

School finishes for the Easter holidays on Thursday 28th March at 1pm and reopens on Monday 15th April at 8.35am

Attendance for Last Week w/c 06/02/2024

Cygnets	90.92%
Swans	94.47%
Owlets	89.07%
Eaglets	91.17%
Robins	91.21%
Sparrows	92.40%
Goldfinches	92.60%
Wagtails	92.96%
Swallows	92.36%
Doves	93.57%
Skylarks	93.18%
Kingfishers	93.39%
Woodpeckers	94.47%
Jays	93.70%
Puffins	94.62%
Eagles	94.41%
Kestrels	94.15%

Overall school attendance was **93.13%**. Well done to **Puffins** who had the highest attendance last week!

Badge Winners this week

Class	Badge Winners
Owlets	Aliyar S, Ahmad I
Eaglets	Richard M. Zakariya P
Sparrows	Naqi A, Anaya K
Robins	Lily K, Zainab B
Goldfinches	Shar S, Alisha A
Swallows	Shafiq D, Arioch D
Wagtails	EleenA, Ayoub K
Doves	Sienna H, Hooria N
Skylarks	Amira L, Muhammad Y K
Woodpeckers	Muhammad S, Tereza A
Kingfishers	Alesha N, Fatimah N
Jays	Alayna K, Charlie H
Puffins	Halima E, Safa N
Eagles	Ameera A, Uzair H
Kestrels	Sameer K, Malalay B

Winning Team - **WATER**

BRONZE WINNERS - Alisha A, Eleen A, Ayoub K

SILVER WINNERS - Charlie H

GOLD WINNERS - Safa N

GOLD Certificate - Calub M, Jake V, Ahmed P, Zahra A, Huzaifa H, Ali M, Musa A, Anam H

Love to Learn Sessions! Come and join in with your child's learning!

We are excited to invite you to a 'Love to Learn' session with your child. The sessions will be 45 minutes long and are intended to provide you with the opportunity to see what happens in school and enjoy time learning with your child. You will get to experience fun activities within the lesson, linked to the work your children are doing in school, as well as an opportunity to view their books and talk about what they have done so far this year.

A maximum of 2 adults will be allowed to attend per child.

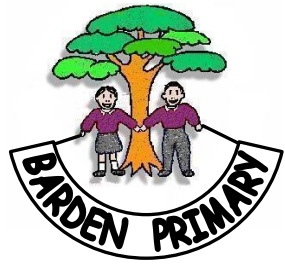
Please find the date and time of the session for your child's class in the table below.

CLASS	DATE	TIME	CLASS	DATE	TIME
Year 1			Year 4		
Sparrows	Wednesday 6 th March	1.15-2pm	Woodpeckers	Wednesday 13 th March	1.15-2pm
Robins	Wednesday 6 th March	2.15- 3pm	Kingfishers	Wednesday 13 th March	2.15- 3pm
Year 2			Year 5		
Swallows	Tuesday 12 th March	9.00-9.45am	Jays	Monday 11 th March	1.15-2pm
Wagtails	Tuesday 12 th March	1.15-2pm	Puffins	Monday 11 th March	2.15- 3pm
Goldfinches	Tuesday 12 th March	2.15- 3pm	Year 6		
Year 3			Eagles	Thursday 7 th March	1.15-2pm
Doves	Thursday 14 th March	1.15-2pm	Kestrels	Thursday 7 th March	2.15- 3pm
Skylarks	Thursday 14 th March	2.15- 3pm			

If you would like to join this event, tickets must be booked online via www.ticketsource.co.uk/barden-primary-school.

Upcoming Diary Dates

DATE	EVENT
Every Friday @ 8.50am	Celebration Assembly. You will be invited by a text message to attend.
Thursday 29th February	Eagles Class Assembly
Thursday 29th February	Year 5 trip to Clitheroe Castle
Monday 4th March	School photos.
Thursday 7th March	World Book Day – see letter for details about how we will be celebrating.
WB 4th March	'Love to Learn' sessions at Barden. Parents will be invited into school to join in with a lesson with their child's class.



Curriculum

What has your child been learning about in class this week?

If your child's class isn't in the newsletter this week, they will be next week.



Cygnets

We have had a great week in Cygnets! We have started our new topic 'Wild World'. In Science, we explored different animals and we looked at their features. In Art, we have created some jungle collages where we explored the textures of different materials and expressed our likes and dislikes. In R.E. we have started our topic on Christianity where we will be exploring the Easter story.



R- Eaglets

What a great start to Spring 2! Eaglets have made a great start exploring our new topic 'Amazing Animals'. This week, we looked at pet animals and which animals make a good pet. In Magic Maths, we have been measuring the length and height of objects and comparing them. We have been making animal homes out of junk materials and painting pet pictures.



1- Sparrows

We have had a brilliant week in the Sparrows. The children have been learning about the famous author Debi Gliori and the different books she has written. In Maths, we have continued our efforts on addition and subtraction to 20. In History, we have been looking at what the term significant means and the reason why different people are significant.



2- Swallows

We have had a great start to Spring Term 2. We have started to read our new book 'Mossop's Last Chance' and thought about what a character might say and feel. In Science, we looked at some objects and explored the material they were made from and thought about why. In Computing, we learned how to collect data in a pictogram using a tally. Well done, Swallows. An amazing effort.



3- Doves

What an amazing start to the new half term! We begun our new topic – Groovy Greeks – and used books to carry out research and record our findings. We have learned all about the features of a leaflet in preparation for writing our own about life in Ancient Greece. We have also continued our learning about light in Science by measuring and comparing shadows at different times of the day.



4- Kingfishers

Kingfishers have been learning about equivalent measurements, and how to find the perimeter of shapes in Maths. In English, we have started collecting high quality language for use in a story we will be writing based on, "The Firework Maker's Daughter." The Tudor monarchs have been our focus in history, and in art we started making observations about the work of William Morris.



5- Jays

Welcome back after half term! In our first week back, we have begun reading our new class novel The House with Chicken Legs. In English, we have read the poem the Jabberwocky and other nonsense poetry. Our topic for this half term is the Anglo Saxons, and we have already been learning about who they were and why they came to Britain. In Art, we have practised calligraphy.

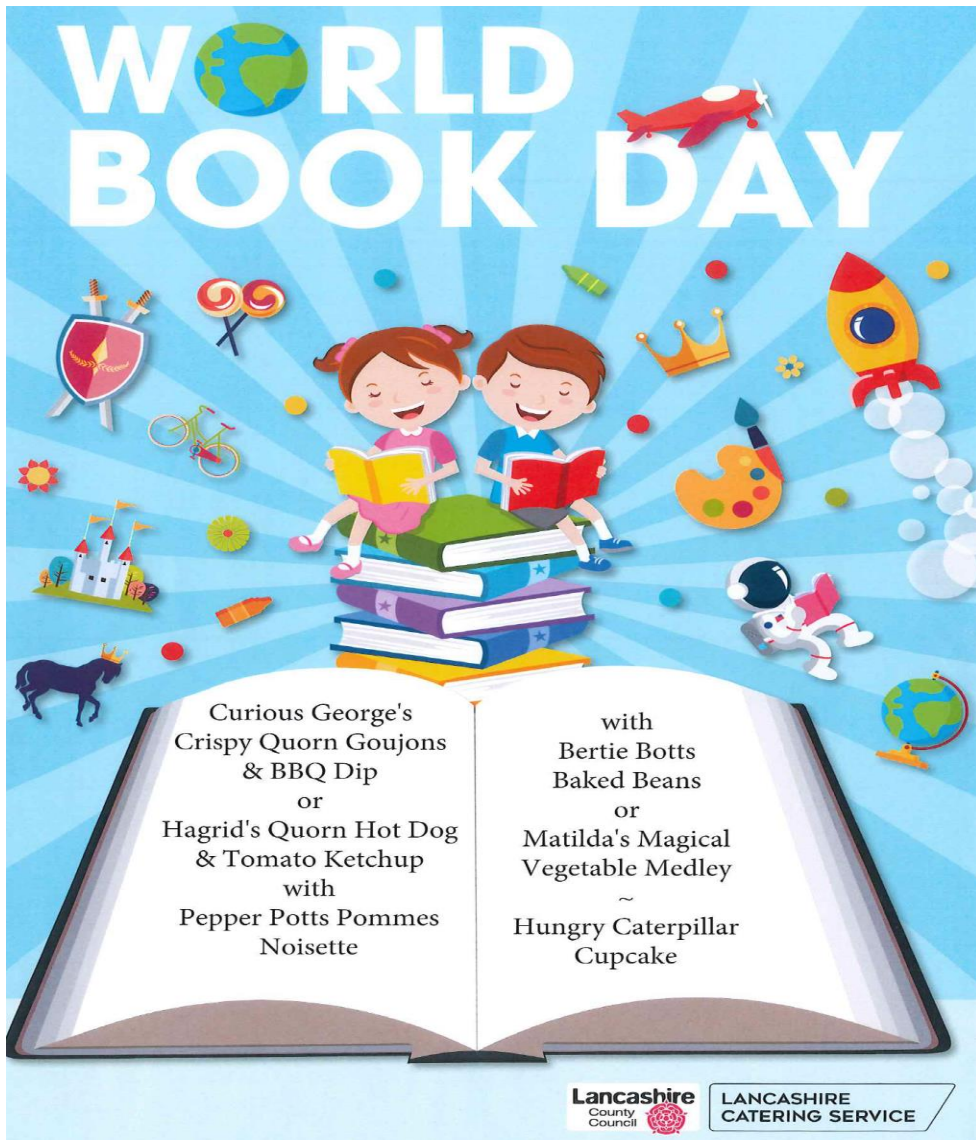


6- Kestrels

We have had a great start to this half term. In English, we have started to read our Shakespeare play Romeo and Juliet, this children have enjoyed exploring the main points of the story. In Maths, we have begun looking at decimals and the place value of these. Our new topic Trade and Economics has been interesting this week where the children have discovered the main imports and exports out of the UK.

Positive Parenting Group – starting Mon 4th March

- Week 1 - Introduction.
- Week 2- How are you and your child feeling?
- Week 3 - Tuning into your child`s development.
- Week 4 - Responding to your child`s feelings.
- Week 5 - Different styles of parenting.
- Week 6 - Having fun together.
- Week 7 - The rhyme of interaction and sleep.
- Week 8 - Self-regulation and anger.
- Week 9 - How to recover when things go wrong.
- Week 10 - Summary and Celebration.
- Sessions to run 1300 to 1445
- Email Mr. D on sdowling@barden.lancs.sch.uk if you are interested.



Dear parents/carers,

On **Thursday 7th March** it is World Book Day! At Barden Primary School we value reading very highly and we are all going to take part in this special day to celebrate the joy of books and reading. During the day, we will celebrate the children's reading successes and they will be taking part in a range of different activities on the day to promote this. On Monday 4th March, we have a famous author Stephen Waterhouse coming to school and he will be working with the children. He will be doing illustration workshops with the children.

On World Book Day, we are asking for the children to come to school dressed as their favourite book characters. If you need help with an idea, take a look at the World Book Day website - <https://www.worldbookday.com/dressing-up-ideas/> Your child is welcome to bring into school their favourite book or magazine to share with their peers throughout the day.

We have, once again, been fortunate to receive a £1 book token for every child in the school to spend on a new book! These will be given out on World Book Day, so keep an eye out in your child's bag.

Thank you for your support.

Barden staff

World Book Day Thursday 7th March

Class Assemblies 2023 -2024

Join us for our upcoming class assemblies! We will be showcasing the learning that has taken place in class. Afterward, you can spend time with your child looking at their books. Then, enjoy a drink and some snacks with us back in the hall. We look forward to seeing you there!



Date (Thursday usually)	Class
12 th October	Swallows
Fri 20 th October	Jays
2 nd November	Kingfishers
9 th November	Puffins
16 th November	Doves
25 th January	Woodpeckers
26 th January	Skylarks
1 st February	Wagtails
8 th February	Goldfinches
Thursday 29th February	Eagles
21 st March	Kestrels
28 th March	Sparrows
25 th April	Robins
23 rd May	Owlets
27 th June	Eaglets

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.