



NEWSLETTER



8

23rd February 2024

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www.st-andrews-inf.calderdale.sch.uk

Diary Dates

Thursday 29th February
Year 2 Skipton Castle Trip

Friday 1st March
9:05am – 9:30am
Class 6 Family Worship

Thursday 7th March
World Book Day

Friday 8th March
9:05am – 9:30am
Mothers' Day Worship
(Reception leading)

Tuesday 12th March
3:20pm – 6:20pm
Parents'/Carers' Evening

Wednesday 13th March
3:20pm – 6:00pm
Parents'/Carers' Evening

Thursday 14th March
9:00am – 10:00am
Parent/Carer Coffee
Morning

Friday 15th March
Red Nose Day

Tuesday 19th March
2:30pm – 3:00pm
Year 2 Topic Showcase

Wednesday 20th March
9:05am – 9:35am
Eucharist & Easter Service
in school (parents/carers
welcome)

2:30pm – 3:00pm
Year 1 Topic Showcase

Thursday 21st March
World Down Syndrome
Day – wear odd socks

2:45pm – 3:00pm
Reception Easter Bonnet
Parade

Friday 22nd March
9:05am – 9:35am
Always Assembly



CONGRATULATIONS!



As you are aware, we had another school inspection on 31st January 2024. This inspection was our SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection. I hope that you have had time to read our excellent [report](#). Once again, I am so very proud of our children, staff, governors and whole school community who shone brightly throughout the day.

The inspection confirmed that we provide 'an exceptional culture of care and compassion' and that our CARING vision is 'the bedrock of school life'. Just like the Ofsted inspection team, the inspection could see that 'this is a school where all are welcomed and supported to succeed'.

Our staff work hard, each and every day and how lovely to receive affirmation that 'staff are transforming lives' and that 'relationships at all levels are remarkable' with 'care and nurture for each unique individual' being 'exceptional'.

It is always lovely to welcome visitors into school, for them to be able to see the wonderful work that takes place every day. Thanks to you too, our caring community, who work so well with us. Together we are greater than the sum of our equal parts, we make a formidable team!

'The whole is greater than the sum of its parts.'

Aristotle



Mrs K Smith, Executive Headteacher

New Staff at St Andrew's Infant School



Mrs Shazada

This half term, we have welcomed 2 new members of staff to St Andrew's Infant School. Mrs Shazada is our new Admin Assistant in the office and Miss Mitchell is our new Breakfast Club Assistant and Cleaner.



Miss Mitchell

Parents'/Carers' Evening Appointments

You should have received a link via text and/or email this week to book your parent/carers appointment on either **Tuesday 12th March between 3:20pm and 6:20pm** or **Wednesday 13th March between 3:20pm and 6:00pm**. If you haven't already, we encourage you to book an appointment to speak to your child's class teacher. You only need to book an appointment on one of the days. This appointment is an opportunity to discuss how your child is progressing in school and targets to be working on.



When arriving for your appointment, please come to the main school office and a member of staff will direct you to the hall.

In order for the schedule to run smoothly, we ask that you arrive promptly for your appointment. There is limited space in the hall to wait so please do not arrive any earlier than a few minutes before your scheduled time. If by the end of your allotted time you feel you have other things to discuss, your child's teacher will make a note of this and will schedule a further meeting with you.

Lent Fundraising

Last week, we marked the beginning of Lent in the Christian Calendar. It started on Wednesday 14th February (Ash Wednesday) and continues for 40 days until Thursday 28th March (not including Sundays).

It is a solemn time when Christians remember how Jesus spent 40 days and nights alone in the wilderness being tempted by the Devil. Jesus used this time to prepare for His work by fasting and praying. You can read about this in [Matthew 4:1-11](#) and [Luke 4:1-13](#).

As a church school, every year, we think about others and fundraise during Lent. **This year, our Lent Appeal is shared between our school library and Royal National Lifeboat Institution (RNLI) – a charity chosen by our School Council.** We will be starting our events to raise money next week. Please see the details below:

Monday 26th February – Friday 1st March: Coin Waves – Send in any loose change. Each class will create a wave out of their change and see which wave is the longest.

Monday 26th February – Thursday 7th March: Mothers' Day Raffle – 50p a ticket for a chance to win a hamper of treats for a parent or carer. You can buy tickets on School Money from today and they will be entered into the raffle. We will text you a confirmation of your ticket number/s. Alternatively, tickets will be available to purchase from a member of staff in the playground before school, starting Monday 26th February. The winner will be drawn in our Mothers' Day Family Worship on Friday 8th March.

Monday 4th March – Friday 15th March: Sand Pit Easter Eggs – 20p a go. Children will write their name on a paper egg in school and add it to the sandpit. Each day, we will pull out 2 eggs and children will receive a chocolate Easter egg (all donated by the staff). Please send your child's money in a **named** envelope for them to participate.

Monday 18th March – Wednesday 20th March: Decorated Egg/Potato Competition – 50p a go. Your child's chance to get crafty. Please send in a decorated egg/potato - don't forget to include their name and class. Prizes awarded to the winners on Friday 22nd March.

We hope that you can support our Lent Appeal! 😊



Reception Easter Bonnet/Hat Parade

As part of our Easter celebrations, Reception will have the opportunity to make an Easter bonnet/hat at home to be displayed in school. Please keep an eye out on SeeSaw for information about this.

On Thursday 21st March at 2:45pm, Reception will be doing an Easter bonnet/hat parade to show parents and carers their hard work. If you would like to attend, please enter through the gate on Blackburn Road at 2:40pm. The gates will not open earlier than this due to safeguarding.

Our Caring Mother Figures Art Work

We are very excited to have been offered the opportunity to display some of our art and design work in the **Smith Art Gallery, Brighouse**. From 2nd March, you will be able to visit the gallery to see our amazing creations. We can't wait to surprise you with our fabulous creations, so please pop along and have a look.

We Keep Children Safe By...

...ensuring all risk assessments are completed for school trips. Before any school trip takes place, staff members will assess all the risks involved to confirm that the trip will be safe for the children to participate in. This includes ensuring there are enough adults to supervise the children. Any adults who volunteer on our trips are informed of the procedures of the day and any other necessary information before the trip takes place.

RISK ASSESSMENT

RISK ASSESSMENT

Thank you in advance to the adults who are volunteering on our trips this academic year.

World Down Syndrome Day – Thursday 21st March

On Thursday 21st March, children and staff are invited to come to school wearing odd socks along with their uniform in celebration of World Down Syndrome Day. Please click [here](#) for more information about the cause.

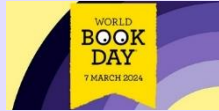
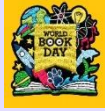
Red Nose Day – Friday 15th March 2023

Red Nose Day is on Friday 15th March. We will be supporting this cause by inviting children to wear something red on this day in return for donating £1 to the charity. Payments can either be made in cash on the day or via School Money.

World Book Day – Thursday 7th March 2024

On World Book Day, Thursday 7th March 2024, we will be celebrating a range of books and characters, and the children are invited to dress up as one of these characters. Please do not feel you need to spend any money on your child's costume, as many of the characters have clothing you are likely to already have at home. Please click [here](#) for some brilliant, yet simple ideas (with no sewing involved!), including clever ways to re-use outfits. Of course, not everyone enjoys dressing up so there are also some great ideas for children who don't want to come dressed up. Children are also welcome to come in their uniform if they would prefer.

Our World Book Day this year has an Indian theme with a visit from author Salma Zaman. The children will hear stories to inspire them to embrace their own unique qualities and to celebrate diversity. Look out for the photographs.



Courage – Our Value

This half term, our Worship value is Forgiveness. Forgiveness is the means by which damaged relationships are restored. It is an act of the will, motivated by love. For Christians, Jesus' death on a cross is the ultimate revelation of God's all-forgiving love, and his sacrifice stands as a source of inspiration to forgive others, no matter what the cost.

Some questions we will consider are:

- How can we help each other to acknowledge that we all make mistakes and all need forgiveness from God and from each other from time to time?
- How do we help each other to make amends for our mistakes?
- How does our school foster the idea that forgiveness and acceptance of all builds the life of our school community?

Bible stories that represent this value are:

- The Story of the Lost Sheep (Luke 7)
- A Gift of Perfume (Luke 7)
- The New Life (Colossians 3)

Other stories that may illustrate forgiveness are:

- Lucy's Quarrel by Jennifer Northway
- The Trouble with Jack by Shirley Hughes
- I Forgot to Say I Love You by Miriam Moss
- I'm Sorry by Sam McBratney
- Little Monster Did It by Helen Cooper



Chat Around the Table

As World Book Day is coming up, why not chat about reading with your child?



- What is their favourite book?
- Can they tell you the main plot of the book?
- Do they have a favourite character?

Every Mind Matters

This week's Every Mind Matters focus is about self-regulation. Please see the guide from the National Online Safety College for top tips for supporting children with self-regulation attached to this newsletter.

P.E. Kits

Please ensure your child has their full P.E kit in school including pumps at all times.

Thank you for your help.

Topics for this Half Term

Please follow the links below for information on the topics each year group is learning about this half term.

Reception – Ready, Steady, Grow

[Key Learning](#)

Year 1 – Enchanted Woodland

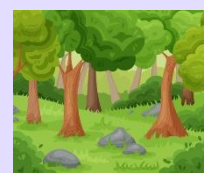
[Knowledge Organiser](#)

[Key Learning](#)

Year 2 – Towers, Tunnels and Turrets

[Knowledge Organiser](#)

[Key Learning](#)



Magical Maths

This week, we would like all the children to think about time. All the children in school can talk about the sequence/routine of their day, when things happen and use language like before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. You could also talk to them about the analogue and digital clock and discuss the time that things happen - like when they get up or go to bed. The children could look at the numbers on the clock, look at one more or one less and begin to understand how a clock and its hands work.

EYFS

This week, the children in EYFS have looked at the days of the week and things they can do in one minute. They could continue this learning at home and show you what they can do in one minute, it might be how many star jumps they could do, how many items they can collect from around the room, how many pieces of a jigsaw they can put together and other activities like this. They could also teach you their days of the week song. Some good questions to ask around this would be:

- What day comes next?
- What day was yesterday?
- On what day do you play football?
- What days do you go to school?

Key Stage One

Year One

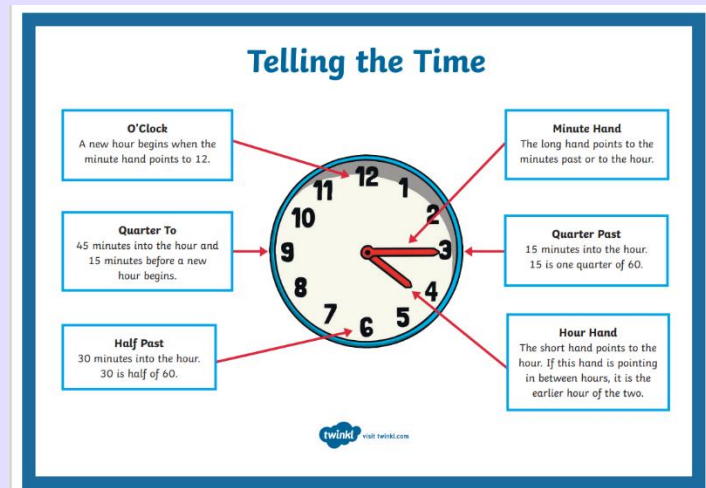
By the end of Year 1, the children are expected to:

- Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Year Two

By the end of Year 2, the children are expected to:

- Compare and sequence intervals of time.
- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- Know the number of minutes in an hour and the number of hours in a day.



Telling Time to 5 Minutes	O'Clock and Half Past	Find Durations of Time												
<p>Hour Hand The short hand points to the hour. If this hand is pointing between hours, it is either past the earlier hour or to the later hour.</p> <p>Minute Hand The long hand points to the minutes past or to the hour.</p>	<p>There are 60 minutes in an hour.</p> <p>There are 24 hours in a day.</p>	<p>Start Duration End</p> <p>20 minutes has passed.</p> <p>Compare Durations of Time</p> <table border="1"><tbody><tr><td> A swimming lesson</td><td>30 minutes</td><td> A visit to the cinema</td><td>2 hours</td></tr><tr><td> The time it takes to do 1 star jump</td><td>1 second</td><td> A favourite TV programme</td><td>20 minutes</td></tr><tr><td> A nice long walk</td><td>3 hours</td><td> A week at school</td><td>5 days</td></tr></tbody></table> <p>Compare the time using the vocabulary 'longer' and 'shorter'.</p>	 A swimming lesson	30 minutes	 A visit to the cinema	2 hours	 The time it takes to do 1 star jump	1 second	 A favourite TV programme	20 minutes	 A nice long walk	3 hours	 A week at school	5 days
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Dear Lord,

Help me spend today, and every day, with a smile on my face, love in my heart, joy in his grace and my thinking cap on all day!

Amen

OUR SCHOOL VISION

Promoting excellence within a
caring, Christian community

Confident - We embrace challenge and
persevere

Aspire - We aim high

Respectful - We are friends and
cherish God's world

Inclusive - We welcome everyone and
are all of equal worth

Nurturing - We look after each other
so we can all flourish

Generous - We give to each other and
our community



"Love each other as I have loved
you."

John 15:12

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