



Dear Parents & Carers,

It was wonderful to walk around all the classrooms this week, seeing how happy and settled our learners are...

Our Willow and Oak classes are already familiarising themselves with their classroom and the adults. Having the partition open between both rooms means that they can free-flow between classrooms as well as the outside area.

Maple and Sycamore classes were already getting to grips with writing, constructing wonderful sentences about how Beegu the alien might be feeling.

Lime and Hazel classes impressed me with their maths work, partitioning two-digit numbers into tens and ones.

Chestnut and Elm class are already beginning to explore their new text about Ratty, whilst Beech and Ash classes are getting to grips with digestion!

All is beautifully calm and purposeful at the top end of our school. I observed a wonderful discussion about population density in Aspen, some wonderful word class work in Hawthorn and Pine and some wonderful art work in Juniper.

It was also lovely to meet parents & carers on our *Meet the Teacher* afternoon- thank you for coming in and getting to know your children's new class teachers. We look forward to a purposeful, calm and successful academic year ahead.

Jim Cascarini – Headteacher

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Vision Awards

| Congratulations to all our children who received a Vision Award this week...this week's theme was <i>Trust</i> | <i>Love</i> | <i>Courage</i> | <i>Trust</i> |
|--|-----------------|----------------|--------------|
| <i>Sycamore</i> | | | Amelie D |
| <i>Maple</i> | Jaxon K | | |
| <i>Hazel</i> | Alissa C | | |
| <i>Lime</i> | | Ben S | |
| <i>Chestnut</i> | | Sophie H | |
| <i>Elm</i> | Sam B & Poppy L | | |
| <i>Ash</i> | | Leah B | |
| <i>Beech</i> | Ruby J | | |
| <i>Pine</i> | | | Darci M |
| <i>Hawthorn</i> | | | Coby K |
| <i>Aspen</i> | | | Mya P |
| <i>Juniper</i> | | Ezzy R | |

What we have been learning this week...

Willow & Oak

Wow!! What an amazing first week the Year R children have had!!

In phonics we learnt the first initial sounds of the Little Wandle programme "s", "a", "t" and "p". Please do go across to their website and have a look. There is a section just for parents and there are some videos you can watch too.

In maths we've been practising counting to 10 through stories and songs.

We had our first PE season where we were learning about our own space which is an important safety skill. Please remember to send children in already dressed in their PE kits. It's only on a Wednesday so this is the only day they need to be dressed differently.

We've also been exploring our classrooms and outdoor spaces and about the routines of the day.

They have all done incredibly well and we are all looking forward to the term ahead.

Well done Oak and Willow we are all really proud of you!



Sycamore & Maple

It has been an exciting week in Year One! We received a letter from a mysterious person asking for our help. We had to find and fix their map, which had blown away. The children have enjoyed discovering more about our 'little friend' through the book Beegu. We put ourselves into Beegu's shoes and imagined how she must be feeling and wrote sentences to express this. In maths we have been counting objects and finding the correct numeral to represent it. In PE we have explored forming different shapes with our bodies, such as the pike, straddle and tuck positions, which we then used in a very funny washing machine game! In science we have begun exploring the seasons and the weather. It would be lovely if you could start each day by talking about the weather you can see outside whilst you're having your breakfast or on your walk to school.

Miss Miners and Mrs Edgington

Lime & Hazel

This week in Year 2 we have been exploring all things hot and cold! Monday was our launch day where we role played with sunglasses and swim rings, discovered animals in the ice and made collages of wonderful places in the world - including the pyramids! Our Geography was all about the continents - accompanied by a new song. We also delved into The Snail and the Whale, learning all about adjectives and nouns so that we can write our own setting descriptions of where the Snail will visit with the Whale. In Maths, we started our Place Value lessons, we used tens frames and dienes to help us recognise and use tens and ones - although Tiny is back and needed our help solving problems again! We had great fun in PE with our fancy footwork and in RE we discussed how people show they are thankful. PSHE left us all feeling loved as we talked about different families and how our own families support and care for us. Thank you for a fantastic first full week back!

Miss Samuel & Miss Lavin

Chestnut & Elm

This week Year 3 have continued to explore our English text 'Ratty's Big Adventure' and made some fantastic predictions about what is going to happen next and where Ratty will go! In maths, we have begun our learning about 3-digit and 4-digit numbers; continuing to think about place value. In Science, we have learnt about vertebrates and invertebrates; sorting animals and thinking about joints and different bones in our body. We also really enjoyed 'The Skeleton Dance.' Our art learning journey began with learning about still life drawing and how to shade objects. Well done, Year 3!

Miss Plaw and Miss Boyce

Beech & Ash

It's been another busy week in year 4, we have continued to settle into our classroom routines. We've focused on place value in maths and the different representations of numbers to develop a strong mathematical foundation. In English we have been looking at how to make our writing more interesting by using expanded noun phrases and how we punctuate speech. One of our highlights of the week was our science demonstration of the digestive system, where we used everyday objects, such as a potato masher and tights, to show how food moves through the body.

Miss Collier & Mrs Allison

Pine & Hawthorn

It's been a busy week in Year 5, we have delved deeper into our learning around Edmund Hillary and his climb up Mount Everest. The children have been exploring different ways to include more detail in their answers. We have also created the first stage of our self-portraits in Art, using paper collages and practicing our continuous line drawing. Finally, we have begun to explore ways to keep ourselves and each other safe online, with all the children suggesting thoughtful and sensible ideas.

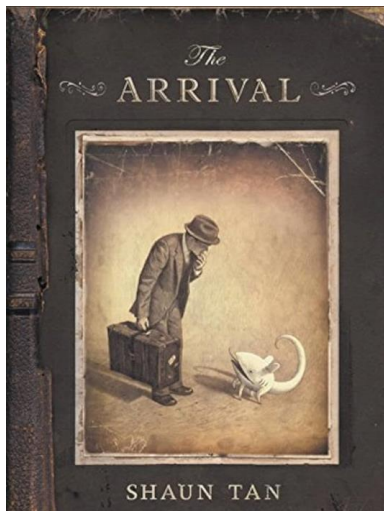
Mr Childs & Mr Dookheran

Aspen & Juniper

It's been a busy, productive and enjoyable learning week in Year 6. We have been concentrating on a book called 'The Arrival' in English. Studying a sequence of events which involve a parent leaving for a journey across the world and the emotions and sensations this evokes in the characters. In Art we have had some fun creating 'photomontages' where we took features from one another to complete amusing portraits. Today we are all going swimming and very much looking forward to that!

The children are enjoying the responsibility of being role-models for the rest of the school and are exemplifying our values of LOVE, COURAGE and TRUST in all they say and do.

Mr Osmond, Miss Howick & Mrs Cocks



Breakfast Club

We run a breakfast club every morning, from 7.30am-8.30am. Payments must be made in advance through Scopay, at £5 per session. If you require additional sessions (as we know "life happens"), please put this request, 48 hours before, to breakfastclub@pilgrims�ross.co.uk

Cashpot!

We would love you to join Cashpot, so that any money you spend in Asda will go towards our children. Please opt-in today! It runs until 30th November- HURRY!



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*Min spend £2, excludes George.com. T&Cs apply.

School uniform

We might resurrect welly days (each class having a turn on the field at lunchtime), so please purchase boots for your child in anticipation of this- don't bring them in until I let you know more in the following newsletters! We may also have football on the field during the autumn. This will be available for children in year 3,4,5 & 6, but only with a change of footwear (e.g. astro shoes- no studded boots, please). Again, I will let you know more in the newsletters to come.

Attendance

Following on from last weeks share of the increased focus on school attendance for children across the country we wish to remind you of the expectations for children to attend school on regular and punctual basis. Please refer to the nhs guidance of <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/> before them being off.

Weekly reviews of attendance will be resulting in an increase in correspondence with parents so that we can ensure that all children are supported to be in school and reach their potential.

Following the new guidance from the Dfe, no holidays will be authorised, and only absence for 'exceptional' circumstances will be granted.

Safeguarding: punctuality

Our school classroom doors close promptly at **8.30am**. Please make sure that your child is here by then. If you are late, you will have to sign-in at the office, please. We will not be letting any pupils in via the classroom doors after 8.30am so that our electronic class registers are correct.

Key dates

- Thursday 7th November- FOPS Fireworks Evening
- Friday 20th December 2024- INSET Day 3
- Monday 6th January 2025- INSET Day 4
- Friday 20th June 2025- INSET Day 5

Please check out our website calendar for all relevant dates:

<https://www.pilgrimscross.co.uk/diary/grid/2024/06/>

Book Sale

We are currently updating our school library and as a result have a number of books that are looking for new homes. Therefore we will be holding a book sale outside Ash Class (near the school field) on Tuesday after school. Please come along and pay the stall a visit and help us raise money for our school.

At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

10 Top Tips for Parents and Educators SUPPORTING CHILDREN GOING BACK TO SCHOOL

Change can be hard for children to manage. Going back to school after a long summer break might cause them to feel uncertain about their friendships, school routines and relationships with new teachers. However, trusted adults play an important role in providing both practical and emotional support.

1 LEARN WHAT EQUIPMENT YOU NEED

Figure out a list of all equipment needed for the start of the school year, so you can comfortably get your hands on the necessary items in time. If children have any financial issues and receive free school meals, the school may be able to provide some monetary aid or offer other support.

2 COMMUNICATE WITH THE SCHOOL

If you notice that a child is feeling anxious about a change of teacher or school, arranging a one-to-one meeting with their new teacher can be a good way to alleviate some of the anxiety. Just knowing that they understand the child's worries and will be able to help them if the need arises can build the foundations of a good working relationship. Knowing that you can contact them with any queries can also be reassuring.

3 CHECK THE SCHOOL WEBSITE

There will be plenty of information about the start of term on the school's website to keep you updated. Furthermore, you should be able to find other useful information such as contact details for staff, important school equipment, clubs, and news about any special events on the school calendar for the year. It could be helpful to look through this with children for anything which might reassure them.

4 HELP TO MANAGE FRIENDSHIPS

If a child is feeling anxious about making new friends – especially if they're moving up to secondary school – it can be a good idea to remind them of what they could do or say when meeting new classmates. Investigating the extracurricular activities available could be a good way to open a conversation about their hobbies and pastimes, and joining such clubs could allow new friendships to be built on this mutual interest.

5 PLAN SELF-CARE

Talking to children about how they can manage their self-care can be an effective way of helping them understand its importance. This might involve playing a computer game they love with friends, a weekly visit to the library, getting to bed at the same time each night, or a range of other activities that support their wellbeing and provide the familiarity and safety of a routine that works for them.

6 MANAGE TRICKY FEELINGS

Explain that it's okay to have difficult feelings around returning to school. This can help reduce any shame or embarrassment a child might be feeling over these emotions. Emphasise that other children – even some of the teachers – will be feeling the same way. Consider practical ways to manage these feelings and help children feel more in control of their emotions. Some examples include fidget toys, breathing exercises or a notepad for doodling.

7 SECURE A SCHOOL UNIFORM

Parents and carers should try to buy a child's uniform for the new academic year well in advance of the new term (although allowing for potential holiday growth spurts) and give them time to adapt to any changes. Make sure they can comfortably change into and out of it for PE lessons. Double check the requirements for PE on the school's website, as some schools will also have requirements for PE kits.

8 PREPARE FOR TRANSITION DAYS

Ensuring that children attend transition days is a vital step in preparing for the new year. Some schools also have transition evenings for parents and carers to attend, offering extra opportunities to reach out for any additional support.

9 READ THE MENTAL HEALTH POLICY

If a young person struggles with their mental health, it's important to understand their school's mental health policy and provision to know what support is available. This should be on the school's website. A range of aid is typically an offer – from individual timetabled amendments to group sessions on emotional wellbeing. You can then discuss these options with the child to reassure them that help is there if they need it.

10 LEARN ABOUT SEN SUPPORT

If a child has SEN and receives help in school, try to confirm exactly what support is available, to ensure they'll be having their needs met. If they're moving up to secondary school, it's a good idea to meet with the SENCO to ensure that all teachers receive the most relevant, up-to-date information about the child's needs and have a contact to liaise with if these change over time.

Meet Our Expert

Amy Sayer is a freelance mental health trainer for schools, an author and a content writer. She is an Associate for Diverse Educators, a fellow of the Chartered College of Teaching and ITT wellbeing coach. Amy has previously been a SMH coach, helping many different settings audit their mental health provision and support them to create and implement a strategic plan based on the specific needs of each setting.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/supporting-children-going-back-to-school>

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