



### Friday 7<sup>th</sup> March 2025

## Stars of the week.

Robin –  
Daisney  
William

Magpie –  
Jackson,  
Sarah,  
Milcah,  
Iremide,  
Tyler

Jackdaw –  
Leo, Harry  
James,  
Delilah,  
Poppy

Gull –  
Niayesh,  
Harry, Eve,  
Jude

Kingfisher –  
Lucas, Dexter,  
Sofia S, Skyla

Eagle – Louis,  
Laura, Kaggwa,  
Darcy

### Well Done!



Woodpecker –  
Bobbie, Jace,  
Grace, Rowan

Wren - Lano

ATTENDANCE  
TARGET – 95%

Wren – 90.0%

Robin – 94.4%

Magpie – 96.6%

Jackdaw – 89.9%

Gull -100.0 %

Kingfisher – 93.1%

Woodpecker – 95.7%

Eagle – 90.4%

Total – 93.6 %

### Headteachers Message

Dear Parents, Carers and Children,

Thank you for you continued support of the children this week. The children’s efforts to ‘be the best they can be’ are evident throughout the school. I’ve had the pleasure to do the best part of a headteacher’s job this week. Shock parents by making a call home to say how well their child is working in school. I feel it is so important to have a relationship with the whole team around the child and therefore it is important to celebrate the positives.

Over the coming weeks I’m looking forward to seeing more and more children getting rewards and I will make more calls home to celebrate the successes of the children.

During discussions with the children this week the use of gaming has come up a lot with many playing games with chat features enabled. I’ve included an advice sheet for parents to support you in keeping your child safe online if your child plays games with a chat feature on them.

Next week

Grant Hopkins

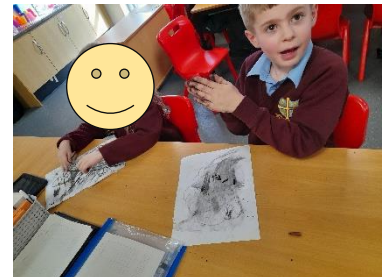
Interim Headteacher

# This Week across the school..

RECEPTION ROBINS HAVE BEEN EXPLORING OUR NATURAL ENVIRONMENT LOOKING FOR BUGS AND MINIBEASTS. WE LEARNT THAT THEY LOVE DARK, DAMP PLACES TO LIVE.



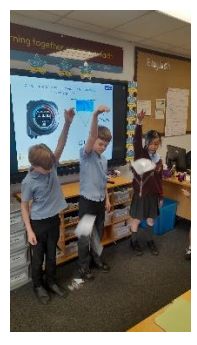
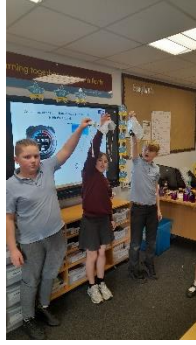
This week Y2 have been excited to start their new topics in Geography and Art. In Geography they are looking at what does rural and urban areas mean. In Art they are learning how to mark make using charcoal. They have completed their end of unit check for Money in Maths and in English they are writing an explanation text on the cycle of a sunflower.



This week Year 3 we began wearable Tech unit, looking at how digital tech now influences what we wear. From Spectacles to VR sets.

In RE in Year 4 this week, we have finished our unit on religious journeys and created our own journey bags for people who follow religion as they experience their own life journey. In maths, we have been tackling our fractions unit and Year 4 have worked really hard to understand mixed numbers and improper fractions.

This week in Year 5, the children have been super scientists and have discovered that the bigger the parachute, the longer it takes to reach the ground due to increased air resistance. There was great excitement on Wednesday during their Design and Technology lesson when the Doodlers arrived in the classroom; lots of fun was had experimenting with different writing tools. The children can't wait to make their own in the coming weeks!



Hi GUYS, WAS REALLY IMPRESSED WITH SOME OF THE YEAR 6'S TODAY WHO GOT TOGETHER IN MATHS AND WERE HAVING A FASCINATING DEBATE SHARING THE WORK THEY HAD DONE AND EXPLAINING TO EACH OTHER HOW THEY HAD SOLVED THEM. HAVE TO MENTION A SPECIAL SHOUT OUT TO ERNEST WHO TALKED THE ENTIRE GROUP THROUGH ONE OF THE QUESTIONS THAT THEY HAD BEEN UNSURE ABOUT AND WORKED TOGETHER TO SOLVE.

### Our Stars of the Week!





# 10 Top Tips for Parents and Educators

## ENCOURAGING HEALTHY FRIENDSHIPS

Navigating the complexities of childhood and adolescent friendships can be challenging – but with the right guidance, children and young people can cultivate meaningful, supportive relationships, some of which may last for many years. These top tips provide a comprehensive approach to fostering healthy friendships among children and young people. It's important to remember, however, that each child is different, and will require an individual approach to relationship support.

### 1 GRANT FRIENDSHIP OPPORTUNITIES

Encouraging children and young people to join extracurricular activities can foster healthy friendships by providing shared interests and common ground. Engaging in these pastimes offers a platform for interaction, sometimes alleviating the social pressure of knowing what to say, and helps children develop meaningful connections.

### 2 LEAD BY EXAMPLE

The children and young people in our lives see how we behave, the connections that we've made and the interactions between us and others. When we model healthy friendships, we set an example and help youngsters to understand what healthy friendships looks like and how to navigate them.

### 3 HELP THEM LOVE THEMSELVES

Healthy friendships aren't just about dynamics with other people. They're about our relationship with ourselves. For overall wellbeing, it's important for a child to have the space to build their self-esteem and a positive self-image, as these factors can have a notable influence on the friendships they form throughout life.

### 4 MONITOR SCREEN TIME

Too much screen time can affect some children's wellbeing in general, but it can specifically impact friendships if it results in fewer positive social interactions. In some cases, reducing screen time and encouraging children and young people to find ways to interact face-to-face can have positive results. It's also important to remember that young people can make positive friendships online, but they will require support to do this safely.

### 5 TEACH PROBLEM-SOLVING

Inevitably, friendships can run into problems. However, this is also an opportunity to support children and young people to work through any difficulties that may arise. It can be tempting to intervene and try to fix these issues for those involved, but helping them consider ways of resolving conflict or managing difficult situations for themselves can help them create stronger friendships.

### 6 EMPOWER THE CHILD

When we give children and young people the confidence to choose their friends, navigate interpersonal boundaries and consider how they want to interact with the different people around them, we empower them to take control of the friendships they have. When young people feel in control of these things, they're more likely to make positive choices and remain aware of the signs of a negative relationship.

### 7 TEACH EMPATHY

Healthy friendships don't always mean perfect – sometimes, disagreements can happen. When we teach children and young people to have empathy, we help them to see both sides of a relationship, to be mindful of the challenges a friend might be facing or whatever else might be going on. This can help children and young people to build stronger friendships.

### 8 BE OPEN TO QUESTIONS

Talking to young people about their friendships, who they spend time with and who they interact with can open the door to questions if they have concerns. Initially, these queries may be straightforward, but if we are receptive to discussion from the outset, young people are more likely to come to us for help when they are older as well.

### 9 UNDERSTAND BOUNDARIES

One of the keys to a healthy friendship is honouring boundaries. This can include anything from respecting personal space and belongings to acceptable language and behaviour. Understanding the importance of setting these limits and upholding those set by others can help children stay safe. If young people figure out their boundaries and feel comfortable enforcing them, they're more likely to call someone out if they go too far.

### 10 SPOT THE SIGNS

We can't always supervise young people; sometimes, we need to step back and give them some space. However, it's important to consider any indicators that they may be struggling in their friendships. Are they becoming increasingly irritable? Does their behaviour alter when they've been with their friends? Are they becoming withdrawn or reluctant to take part in certain activities? These could all be signs that they're finding things difficult, and we should remain alert to such changes.

### Meet Our Expert

Becky Dawson is an experienced educator who has worked in primary and secondary schools for 20 years. She is a facilitator, consultant and coach working with young people and the adults who work with them, with a focus on developing understanding and skills around mental health, wellbeing and safeguarding.



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## Dates for your Diary

**17<sup>th</sup> March - Mrs Noon Joins Little Heaton**

**20<sup>th</sup> March – Y5 Learning Exhibition**

**21<sup>st</sup> March – Little Heaton Book Day/Book Fair in School**

**25<sup>th</sup> March – Rec/Y1/Y2 Cake Sale After School**

**27<sup>th</sup> March – Parent Reading Breakfast**