



# St. Leonard's CE (A) First School Newsletter


Friday 23<sup>rd</sup> February 2024

'From a tiny spark to a bright flame'



*'In him was life; and life was the light of men. And the light shineth in darkness'. (John 1:4-5)*

Executive Headteacher of St Leonard's CE (A) First School / Executive Principal of Manifold C of E Academy: Mrs Kelly Stanesby Chair of Governors: Mrs Sue Hey and Rev Jane Held: Designated safeguarding lead: Mrs Kelly Stanesby, Deputy safeguarding leads: Mrs Julie Amos and Miss Torr

Monday 26 <sup>th</sup> February 2024	Full uniform
Tuesday 27 <sup>th</sup> February 2024	Full uniform Miss Torr - Maths training
Wednesday 28 <sup>th</sup> February 2024  Welly Wednesday  	Welly Wednesday PE kit
Thursday 29 <sup>th</sup> February 2024	Full uniform
Friday 1 <sup>st</sup> March 2024	PE kit

## Your lunch menu for the 26<sup>th</sup> February 2024 - 1<sup>st</sup> March 2024

Monday 26th February 2024	Tuesday 27 <sup>th</sup> February 2024	Wednesday 28 <sup>th</sup> February 2024	Thursday 29th February 2024	Friday 1 <sup>st</sup> March 2024
Pizza and wedges	Pasta and bolognaise	Roast of the day, mashed and roasted potatoes, carrots and cabbage	Chicken curry and rice	Fish fingers and chips
Shortbread	Sponge	Chocolate mousse	Flapjack	Ice cream

## Happy Birthday

A very Happy birthday to Annie who celebrates her birthday next week.

Have a great day Annie!

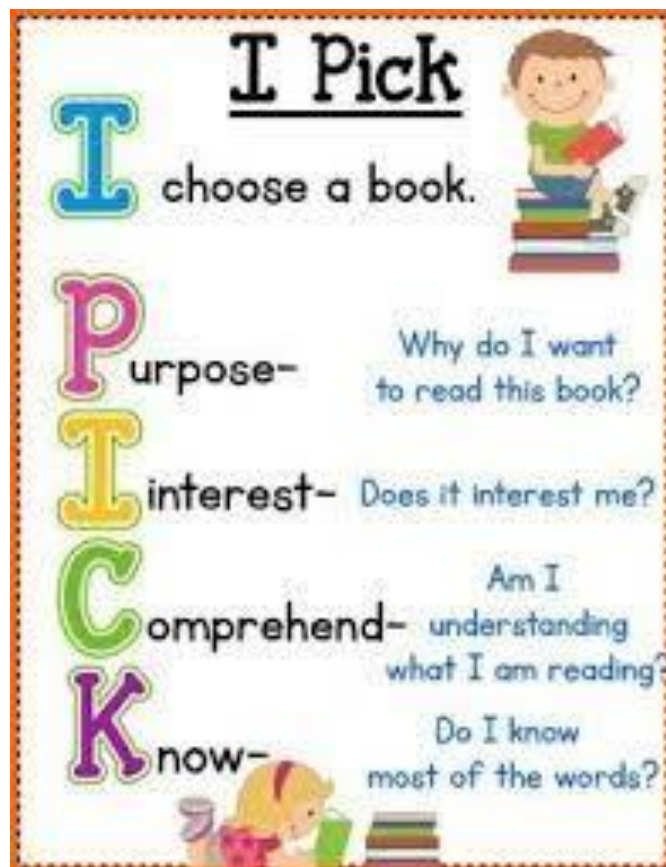


## World Book Day

On Thursday 7th March we will be celebrating World Book Day in school.

World Book Day provides a fantastic opportunity to focus on reading for pleasure, supporting children's book choices, and embedding a habit of reading that brings a wide range of benefits.

The children can come to school dressed as their favourite book character. They can also bring their favourite book in to school and talk to their teachers and peers about it. To encourage a love of reading for pleasure children need to choose a book that will engage them.



## Mother's Day

We are inviting Mum/ Grandma's/ Aunties into school on Thursday 7<sup>th</sup> March. We will be hosting a Mother's Day Treat afternoon from 1.30pm - 3.15pm. There will be activities for you to do with your little ones, refreshments and entertainment from the children.

Please complete the form via the link below to give us an idea of numbers by no later than Friday 1<sup>st</sup> March

<https://forms.office.com/e/nHvXseLxBW>

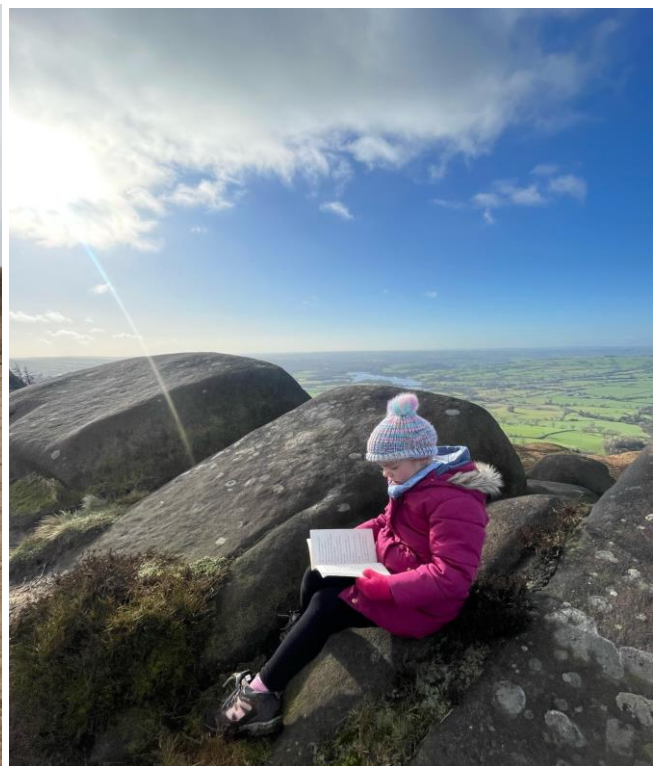


## Random reading spot

Thanks for your fantastic pictures of your random reading spots over the holidays.

Zara was reading on Formby beach and Eleanor took her reading book to the Roaches.

Keep up the good work!





## Well done

Well done to Corah-Rae who achieved her 25 metres rainbow distance swimming badge last week.

Also well done to Jack who has earned his Chief Scout's Bronze Award.

This is the highest award a Beaver can earn, and it's something they work on gradually throughout their whole time in the section. Jack had to complete all of the Challenge Awards, as well as any four Activity Badges of his choice (including Staged Activity Badges). Well done Jack!

Lastly Harriet achieved two gymnastic certificates this week, one was her stage 9 certificate and the other was for completing a cartwheel on the bench.

You are all super stars!



## Chicken pox

We do have a few children who have recently been diagnosed with chicken pox.

Please could we ask that if your child does get chicken pox that they only return to school once the spots have scabbed over. This is to minimise the spread.

Thank you.



# Ipstones Agricultural Society



# Easter



# Chocolate

# BINGO

*Ipstones Memorial Hall  
Church Lane, Ipstones*

Wednesday 27<sup>th</sup> March 2024

Doors open

**7pm**

Eyes down

**7.30pm**

*Great prizes, raffle, free  
refreshments*

All profits will be donated to a local organisation/charity

## Chocolate Raffle

We will be holding a chocolate raffle to raise money for the school fund.

We will be putting together a tasty chocolate hamper and Mrs Crooks will be sending raffle tickets out next week. These should be returned by Friday 15<sup>th</sup> March.

We would be most grateful of any chocolate donations.

Thank you.



Week by week, our volunteers empower thousands of young people to try new things, make new friends and stand on their own two feet.

You don't have to be Bear Grylls to join us. You don't need to have been a Scout when you were younger. You don't even need to know how to put up a tent!

Whatever your skillset, lend a hand for as little or as much time as you can spare, and we promise you will get more out than you put in!

We provide the training. You show up, get stuck in, and make new memories for life. Sounds fun? Worthwhile? It is!

Beaver Scouts - 1 hour on a Tuesday evening. 5.30pm to 6.30pm.

Cubs Scouts - 1.5 hours on a Tuesday evening 6.30pm to 8.00pm.

Join in on the fun helping young people find their confidence, life skills & friends!

Contact: Pam 07860 683759 for Beavers and

Russell 07715 688846 for Cubs

Or email us at [Moorlandsvillagescouts@gmail.com](mailto:Moorlandsvillagescouts@gmail.com)

We look forward to hearing from you soon!

## BEAVERS

# TIME FOR FUN

For fun, friendship and activities that get you thinking as well as doing.

Fun for all ages between 5½ - 8 year olds.

We meet at The Pavillion in Waterhouses every Tuesday during school term time. Come and join in on the fun!

Local contact - Pam - 07860 683759  
[Moorlandsvillagescouts@gmail.com](mailto:Moorlandsvillagescouts@gmail.com)

 \* Moorlands Villages Scouts Group





## Easter gardens

This year we are inviting the children to make Easter gardens to celebrate the Easter story.

An Easter garden is a way to help teach children about Jesus and how he died for us and rose again. It's a small garden with items that represent the Easter Story.

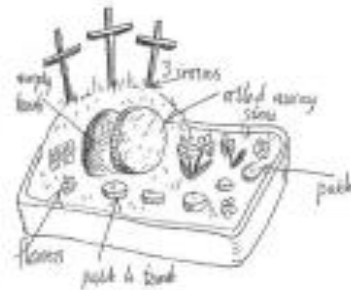


For your own garden you will need:

- A shallow tray, pan or dish
- Garden soil or potting compost
- Moss or cut grass
- Small stones or gravel
- A large stone
- A small flower pot or plastic cup
- 6 sticks or twigs
- String or sewing thread
- A small piece of white cloth or ribbon

### To make your Easter Garden

1. Place your flowerpot on its side in the tray. (this will be the tomb)
2. Cover the tray with soil.
3. Cover the side of the flowerpot with soil to make a hillside. (You might find it easier to dampen the soil a little first)
4. Cover the soil with moss.
5. Use the sticks to make 3 crosses tying them string or thread.
6. Stick them into the top of the "hill". If you have one cross that is bigger than the others, place it in the centre to represent the cross on which Jesus was crucified.
7. Make a path to the tomb with the small stones & gravel to show how the women ran to the tomb on Easter morning.
8. Place a folded piece of white cloth inside the tomb to represent the risen Lord.
9. Place the large stone to the side of the tomb entrance to represent the stone that was rolled away.



Optional extras:-

- A ribbon/cloth over the central cross.
- Flowers/foilage.
- A woven crown of thorns on the central cross.
- Cut out figures to represent the people in the Easter Story.

Or make your own interpretation of the coming of Spring. Please bring into school before Friday 22<sup>nd</sup> March.

There will be prizes for the best efforts!



### School meals

We are sorry to advise that the price of a school meal will be increasing to £2.95 on 1<sup>st</sup> April. Our catering suppliers, Edwards and Ward, assure us that there 4% increase is a fair one however we appreciate the cost of living crisis is bringing challenges to many families.

You may be eligible for your child to receive free school meals. If you are in receipt of Income support. Income-based Jobseeker's Allowance. Income-related Employment and Support Allowance you can apply online;

<https://www.staffordshire.gov.uk/Education/Educational-awards-benefits/FreeSchoolMeals/Apply-online.aspx>

If you are successful in your application this also brings in valuable funding for the school.

If you need any assistance please call Mrs Amos.



### Stoke City assembly

On Monday Stoke City football club visited us to invite the children to watch the Stoke v Norwich on Saturday 16<sup>th</sup> March, kick off at 3.00pm.

On the day there will be crazy golf, gaming stations and penalty shoot outs for the children to get involved in before the match.

Ticket order forms have been sent home and should be returned by Tuesday 5<sup>th</sup> March.

Thank you.





IPSTONES METHODIST CHURCH

INVITE YOU TO JOIN US FOR

COFFEE  
TOAST  
CAKE  
& CHAT



March 5th & 19th

10a.m. to 12 noon

In the Schoolroom.  
Everyone Welcome.

## National Online Safety

Learning to deal with everyday difficulties.

The ability to manage our feelings, thoughts and behaviours in effective ways - known as self-regulation - is gained gradually through childhood and into adolescence. It's acknowledged as a pivotal element in young people's development but can prove trickier for some children to master than others 🧠

In the guide this week, you'll find expert suggestions on ways of supporting children as they build their ability to self-regulate. Demonstrating how you process your own emotions - and selecting appropriate literature and other resources - figure in our collection of practical tips on helping young ones on their journey towards self-regulation.

# 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

Dates for the diary

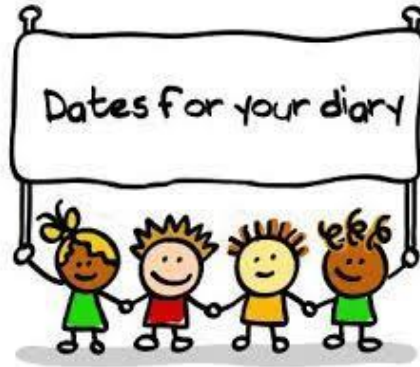
Thursday 7<sup>th</sup> March 2024 - World book day

Thursday 7<sup>th</sup> March - Mother's Day treat - Mum's invited into school - 1.30pm - 3.15pm

Thursday 15<sup>th</sup> March 2024 - Dress down for Red Nose Day

Thursday 21<sup>st</sup> March 2024 - Easter lunch

Friday 22<sup>nd</sup> March 2024 - Break up for Easter



2023 - 2024 Term dates

**Term Ends:** Friday 22 March

**Holiday:** Monday 25 March - Friday 5 April

**Easter Sunday:** Sunday 31 March

Summer Term 2024

**Term Starts:** Monday 8 April

**May Day:** Monday 6 May

**Holiday:** Monday 27 May - Friday 31 May

**Term Ends:** Friday 19<sup>th</sup> July

**Holiday:** Tuesday 23 July - Friday 30 August





## Sparks

Sparks class have been busy making up fun dances this week. They all had a little boogie around the classroom! They have been learning "one more, one less" in Maths. Miss Milward would write the middle number and they had to write either one less and one more than the number in the middle house. They have been mixing secondary colours from primary colours.





## Flickers

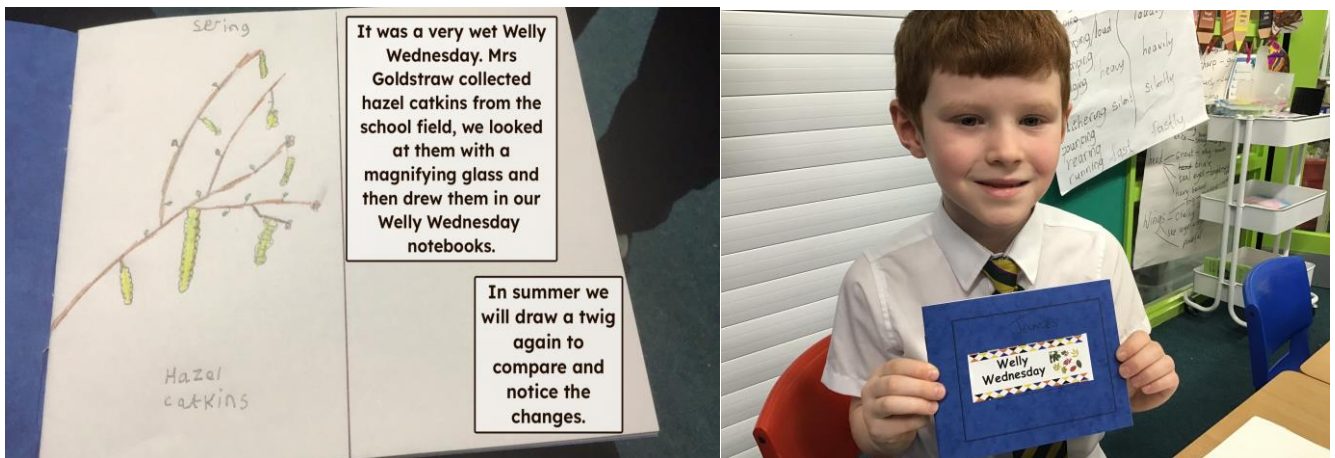
Flickers class have started doodling in their new Welly Wednesday books. They have been studying signs of Spring on the school field. They found hazel catkins and drew pictures of them. They will be drawing pictures of their findings in each season.

They have been reading "No dragon in this story". "Poor old dragon. Nobody wants him in their story. Not Goldilocks, not Hansel and Gretel - no one. But Dragon will not give up! He shall continue on his course of finding someone who wants him in their story. ANYONE. His boundless enthusiasm surely won't get him into any trouble. ...!"

They retold the story and made their own storyboard to include all the events in a timeline.

They have also been creating Gothic tile designs and doing a spot of Ordnance Survey map reading.

Flickers class will be making roller coasters next week. Please could you bring in any cardboard tubes to school for the construction. Thank you.





## Flames

Flames class have been looking at aerial photos of Alton Towers through the ages. They looked at how the theme park started with just the castle and a garden. It then progressed into a simple fair. It expanded over the years bit by bit until it became what it is today.

The children did a timeline from the oldest aerial photos to the newest.

