



Comber Grove Primary School Weekly Newsletter Spring Term 2

Friday, 23rd February 2024

Dates
for your Diary



Key Dates:

01/03/2024-

National offer day for
Secondary Schools

07/03/2024-

World Book Day

08/03/2024-

TIME Photography (class
photos)

08/03/2024-

Year 6 School Visit to British
Museum

12/03/2024-

Full Governing Body
Meeting

17/03/2024-

Red Nose Day

22/03/2024-

SPRING TERM OPEN DAY for
parents (School closed to
pupils)

28/03/2024-

Last day of Spring Term 2
(school closing at 2pm)

Easter Holiday
(School closed)

Thursday, 29th March to
Friday, 12th April 2024

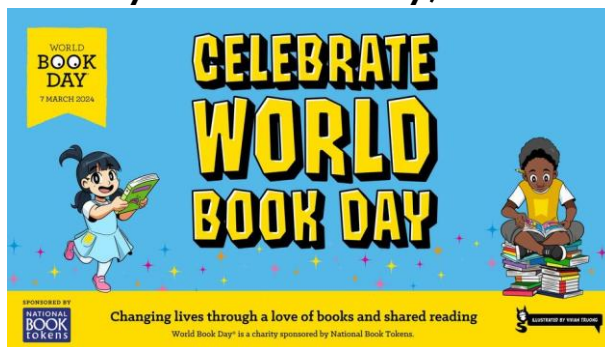
Monday, 15th April 2024:
**INSET Day (school closed
for pupils)**

A message from our Headteacher

Dear Comber Grove families,

We hope you all had a lovely break. We have an extremely exciting half term ahead of us, full of exciting opportunities for our children. Please continue to check the Newsletter, Twitter (X) feed and Class Dojo for updates.

World Book Day 2024- Thursday, 7th March 2024



Well, it's almost that time of year again – World Book Day is approaching fast. The focus this year is '**Read you way this world!**' Changing lives through a love of books and shared reading is important.

On **Thursday 7th March 2024**, we will be holding our annual Character Costume Parade, with staff and students across the entire school coming in dressed as their favourite characters from books.

Friday 17th March Red Nose Day

We will be celebrating **RED NOSE DAY** this Year! The children are learning two songs which they will perform, be recorded and uploaded on our school website and social media.



This link below is for our **RED NOSE DAY** just giving page.

https://www.justgiving.com/fundraising/rnd24-comber-grove-school?utm_source=copyLink&utm_medium=fundraising&utm_content=rnd24-comber-grove-school&utm_campaign=pfp-share&utm_term=1375dda737ba4740a1d31db7e38faf76

Please feel free to contribute as much ...or as little as you can.

Have a restful weekend!

Lorram Black and Staff of Comber Grove Primary School

Community

Pride

Empathy

Happiness

Individuality

Creativity



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Year 4 taking part in Platform Cricket



THE COACH

The majority of Platform Cricket staff have a cricket background, many having played to professional or even international level, but the training & development they commit to with the charity covers many areas.

CRICKET CONTENT

Cricket is unique in many ways, traditionally having a multi-cultural appeal, including roles suited to a variety of body types, and being played at a pace and over a period of time that allows more socialisation than other sports. We feel that it can specifically support the following traits in children & young people.

WIDER CONTENT

Although cricket is the “hook” that has brought most participants into Platform Cricket Hubs, we recognise that our sessions can have a much broader and more direct impact on children and their communities by tweaking and adding to session content. As well as activities focussed on cricket-proficiency, the hub sessions include:

- Team-building activities
- Problem-solving activities
- International citizenship content
- Other sports
- Fundamental skill development
- Nutritional workshops
- Social events and activities
- Cross-curricular content (incl. maths, geography & history)

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Year 1 Class Reading at Comber Grove in the School Library!



***'Reading is to the mind
what exercise is the body!'
- Joseph Addison***

- ✓ Reading is important!
- ✓ Remember to READ everyday!!!
- ✓ Make books part of your life.
- ✓ Practise! Practise! Practise!

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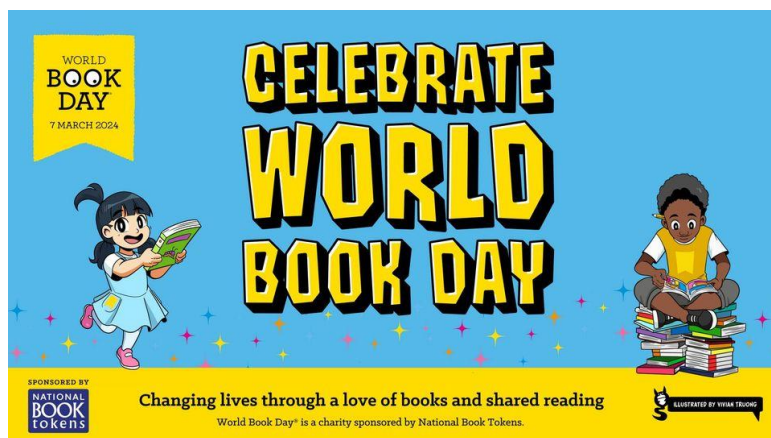
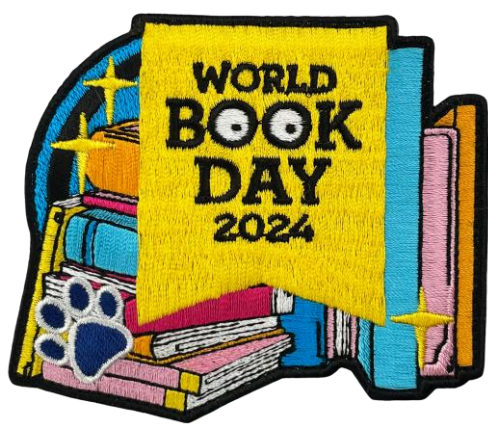
Creativity



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WORLD BOOK DAY Thursday, 07th March 2024



THE £1 BOOK SELECTION

The 2024 £1 World Book Day selection includes re-imagined classics, adventure tales, picture books and comic book and graphic stories, as the charity continues to create a £1 book line up that gives all children choice in what they read.



All children and adults are invited to **dress as a book character** from their favourite story. A **special assembly** with a **parade** has been planned for the day!
Exciting reading activities are planned to celebrate and promote a love of reading.

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Stars of the Week



Value of the Week: **HAPPINESS**

Class:	Pupil:	Reason:
Year 1 Benjamin Zephaniah	K'Shari	Well Done for always showing happiness and kindness in the class.
	Jason	Being happy and kind to others! Well Done!
Year 2 David Attenborough	Yihan	For always being a positive and happy pupil in the class.
	Muhammad S.	Well Done for always being a positive and happy pupil in the class.
Year 3 Mo Farah	Manuella	Always showing happiness towards others.
	Sabri	Always sharing happiness through smiling and using kind words to others.
Year 4 Marcus Rashford	Kamilia	Always being positive and giving 100% at all times!
	Hayder	Well Done for always being very positive and working at 100% this week!
Year 5 Mae Jemison	David	Thank you for sharing your good spirit and positive attitude towards learning. Keep it up!
	Gulsen	Well Done for having a positive attitude towards learning. Keep it up!
Year 6 Olive Morris	Irene	For having a positive attitude and laughing at Miss Saunders' jokes!
	Narin	For persevering with tricky maths work in her spare time!



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ATTENDANCE MATTERS!!!



ATTENDANCE MATTERS

every student, every day

Attendance Winners

School Target: 95.6%

This week's attendance: 92.2%

Group	Present	Comment:
Nursery David Bowie	96.8%	Excellent! Well Done!
Reception Aderin-Pocock	99%	Excellent! Well Done!
Year 1 Benjamin Zephaniah	84.2%	Cause for Concern
Year 2 David Attenborough	96.3%	Excellent! Well Done!
Year 3 Mo Farah	90.8%	Requires improvement
Year 4 Marcus Rashford	94.4%	Requires improvement
Year 5 Mae Jemison	83.1%	Cause for Concern
Year 6 Olive Morris	96.3%	Excellent! Well Done!

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Child's Name	Class	Age
Jeremy	David Attenborough	7



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Parent/ Carer Information and Support

At The National College, our WakeUpWednesday guides empower and equip parents and carers with the confidence and practical skills to be able to have informed and age-appropriate conversations with their children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips please visit nationalcollege.com.

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 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.



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