



Wellesley Park Primary School

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Wellesley Park Primary School
Homefield, Wellington
Somerset, TA21 9AJ

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Headteacher's Comment

Dear Parents/Carers,

Welcome back and a Happy New Year to all our families. We hope you all had a lovely Christmas, although this is probably a distance memory now! The start of a new year brings renewed energy, and we look forward to channelling that enthusiasm in to another positive year.

The Spring term has started well, despite the variable weather and dark mornings. As always, I have been incredibly impressed by our Wellesley Park pupils who always diligently settle back into school routines. I can't wait to see what progress they achieve in the coming weeks!

As the weather is now very cold, please make sure your child/ren wear a coat to school each day and that it has their name clearly marked inside. Please do make sure that your child/en are wearing the correct uniform to school and that they wear their PE kit to school on PE days.

This term, as part of our on-going school development, we are focusing on making enhancements to our curriculum. This term we are concentrating our attention on writing, history and geography. In history, we are developing the use of artefacts and 'sources of information' and in Geography we are working to ensure that our children develop a more-rounded worldview and develop their map skills. This week, staff had a twilight session working with our Talk for Writing Consultant as we continue to develop our writing curriculum with a second session planned for next half-term.

Baby News!



Miss Hill would like to let you all know that she welcomed her first child, Arthur, to the world at the beginning of the month. Both she and her new-born son are doing really well. Please join me in wishing Miss Hill, and her family, the warmest of congratulations.

Thank you as always for your continued support.

With best wishes

Mrs Wilkins

Attendance

This term, the government has launched a new national campaign to remind parents and carers of the importance of school attendance.

You will be seeing it on tv, social media and hearing about it on the radio. We regularly remind you of the importance of good punctuality and attendance and the negative impact poor attendance has on your child's educational attainment and social and emotional development.

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

The link between attendance and attainment is clear:

- In 2018/19, just 40% of persistently absent (PA) children in KS2 achieved expected KS2 standards, compared with 84% of pupils who were regular attenders.

But attendance is important for more than just attainment:

- Regular school attendance can facilitate positive peer relationships, which is a protective factor for mental health and wellbeing.

I would like to thank the parents and carers who ensure that their children are in school regularly. We have seen a slight increase in the number of pupils regularly attending school, which is fabulous! Our current school attendance is 95.6% so hopefully with the wrm weather to come we are on track to achieve our school target of 96%.



Attendance - by class from 03.01.24 to 18.01.24

Peake	97.37%	Norgay	98.55%	Shackleton	96.14%
Darwin	94.44%	Sharman	95.21%	Earhart	95.65%
Henson	97.69%	Attenborough	95.44%	Armstrong	97.42%
Cousteau	95.83%	Spruce	93.33%	Bell	94.33%
Kingsley	92.17%				



Policy Updates

The following policies/documents have recently been updated:

- Children With Health Needs Who Cannot Attend School
- Children Looked After
- Finance Policy 2023-24
- Managing Unreasonable Behaviour Of Those Raising Concerns
- WP Pupil Premium Strategy 2023-2026

These policies can be found on our school website.

Extra-Curricular Clubs

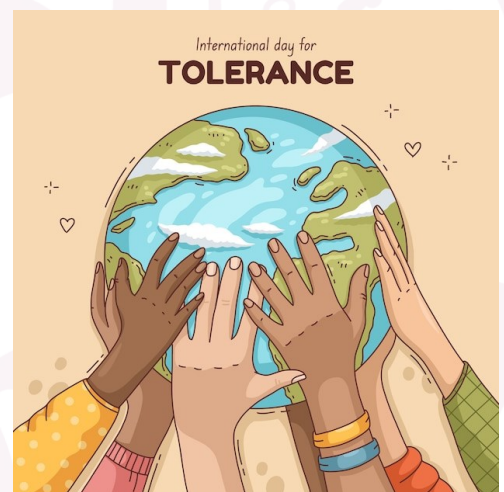
We still have available places in Creative Writing Club and Choir. We also have places in Book Club, which has now been opened to Year 1 children, and Zumba/Yoga Club, which has now been opened to Year 3 children.

Please contact the school office if you would like to book on any of these clubs.

Wellesley Park School Values

Our value for this half-term is Tolerance.

“The willingness to accept people whose race, religion, opinions, or habits are different from one's own”.



Online Safety

What do children and young people think about screen time?



Tips for managing screen time

According to research carried out by the Royal College of Paediatrics and Child Health (RCPCH), children aged between 8 and 17 spend 4 hours of on digital devices during an average day. With new year resolutions being set, many families are trying to cut down their combined screen time. This helps create more moments to connect with each other and relying less on gadgets to have fun.

There are many top tips to help reduce screen time in your household, such as lead by example, agree on tech free zones and having phones on charge away from the bedroom overnight. So how about it; do you think you will be up for the challenge of decreasing your screen time? View the [guide](#) from RCPCH to ask yourself questions and review the screen time in your household.

Please also see attached guide on [Smartphone Safety Tips for young people](#), provided by National Online Safety.

ELSA Support

Here at Wellesley Park, we support our student's emotional wellbeing in many different ways - one of them being an ELSA session (Emotional Literacy Support).

These are delivered on an individual basis, but sometimes small group work is more appropriate, especially in the areas of social and friendship skills.

Sessions are fun, with a range of activities such as games, role-play with puppets or therapeutic activities, such as mindfulness or arts and craft.

ELSA sessions aim to provide support for a wide range of emotional needs:

- Recognising emotions
- Anxiety
- Self-esteem
- Friendship Skills
- Social skills
- Anger management
- Loss and bereavement

It's also important to look after our own mental health and there are lots of groups locally that can offer help and support check out the QR codes below:



[Wellington support group | Mind in Somerset](#)



[Barnardo's Family Space | Barnardo's Family Space](#)



SEND - Active Brain Break Support - for children who require distraction in order to maintain activation

As we all know, kids' minds wander! After a brief activity break, you'll find children return to their work energized, focused, and ready to learn - this can be as important / necessary at home (at times) as it is in school! Physical activity breaks, in particular, increase blood flow to the brain, which leads to sharper and healthier minds, but don't forget to end with a minutes-worth a 'calm breathing' to reset, ready to focus again on your chosen task, or activity.

So, if you are a parent overseeing your child's homework, wanting them to read from their book or just focus on something for more than 20 mins - then periodically getting your child up and moving will definitely do their brains (and you!) some good.

Here are 10 brain break ideas your children should love. Use this list as a starting point, and feel free to adapt to suit your child's particular needs. If it's just you and your child at home, then use these ideas as a starting point to invent your own active games to play as a pair!

1) Categories ball throw

Have your child form a circle and toss around a ball, hacky sack, or bean bag—you could even use a rolled-up paper ball. Choose a category such as animals, colours, or things you find outside. One of you starts by throwing the ball to another, who then has five to 10 seconds to name something from that category. If they can't think of anything to say, the turn passes another player. Warning: laughter might be contagious!

2) Simon Says

An oldie but a goodie. With either the parent or child acting as "Simon," lead by calling out instructions such as hopping on one leg, balancing on one foot, or dancing with arms in the air. If the instruction begins with the words, "Simon Says," and your child follows the direction, the game continues to the next move. If you / the leader calls out a move such as "moo like a cow"—without first saying "Simon Says"—anyone who does the action is eliminated from the game (for that round only!)

3) High fives

For a quick burst of chaotic stress relief, instruct your child to move about the room and high five as many of their family / friends / toys as they can in two minutes. If it's just you and one child, set a timer and see how many "fives" you can do with each other, or how many silly ways you can come up with to high-five or fist-bump.

4) Animal walks

Using a clear space, have your child take turns calling out the names of animals and then move like that animal: [Animal Friends - Activities for Kids - Active for Life](#) until a signal is used (such as a whistle, or call sign) to change to a different animal. Children love waddling like penguins, galloping like horses, or crawling like bears!

5) Keep Up

Split your family / children into groups and have them [play "keepie-uppie" with balloons: Balloon Juggling - Activities for Kids - Active for Life](#). Make sure to leave lots of room between groups to avoid airspace violation issues!

6) Conga line

Bring out those wedding reception vibes and have your child/children dance the conga around the home. Find the classic conga music, or play any song that will keep your child moving.

7) Activity dice

Roll out the fun with activity dice: go to: [Looking for a boredom buster? Try these printable activity dice – Active For Life](#) where there are printable dice with actions on each of the six sides. Or make your own dice and come up with your own moves: run in place, take three giant steps to the left, flap your arms like a butterfly, or jump up to reach for the sky! It doesn't even have to be a dice - you could post-it notes in a pot / design and make a spinner / or even create a choice board.

8) Crazy dance moves

Let the creativity flow with some non-structured movement. Put on some [high-energy music: 57 awesome family dance party jams – Active For Life](#) and give your child permission to dance in the most fun way they can imagine. Just a few minutes of dancing and laughing will get the juices flowing!

9) Statues

Have your child spread out across the room, play some fun, fast-paced music, and watch the kids dance and be just plain silly, moving around the space. When you turn the music off, all who are taking part must freeze in whatever position they're in. Can you see any movement? Turn the music back on and continue the game.

10) Mirror game

You need groups of two and choose one in each group to be the leader. The leader acts out a motion such as brushing their teeth, waving their arms in the air, or bowing. The partner must imitate the leader's actions [as if they're looking into a mirror: Mirror Mirror - Activities for Kids - Active for Life](#) After five or six actions, the leader then becomes the mirror, and the mirror becomes the leader.

Besides being fun, you'll find that these active brain breaks will leave children re-energised, refocused, and ready to take on whatever their next task may be.

These Brain Breaks can be adapted for your play with toddlers too. Think about the age or your child and adjust the activity.

Have fun!

Wellesley Park Explorers

Happy New Year! Welcome back to all the children! Our theme this term is 'Fantasy'.

We encouraged the children to use their imaginations and be creative at the art table. They have made unicorn masks, rainbow fish, butterflies and magic wands so far! The activities are great for concentration, fine motor skills and communication. We talked about what the children would like to make and how they might decorate it. We needed lots of glitter for 'sparkle' magic!

In the pre-school garden, the children have enjoyed playing chase on the bikes and scooters, focusing on balancing skills - which we are all getting very good at!

The children have also been using sticks to mark shapes in the flower. Some of the children even drew numbers - wow!



Reception

This term the Reception children are enjoying learning the story of The Three Billy Goats Gruff.

We have made story maps and are learning to tell the story with actions. As part of our Design and Technology learning we have looked at different bridges to help us design and make a bridge strong enough for the 3 Billy Goats to cross the river safely.

The children had great fun building their bridges in teams and then testing them to see if they were strong enough!



Year 1

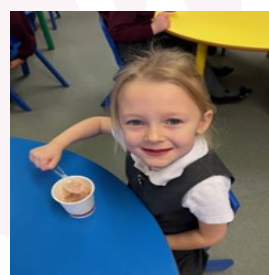
The first few weeks have zoomed by for us in Year 1 and we have managed to fit a lot of learning in! In English, we have continued to write non-chronological reports. We learned about the features of a non-chronological report, generalisers (words that tell you how many or how often), sentence signposts (words that give more information), sentences of three to describe more powerfully and co-ordinating conjunctions (words that join two clauses together). The children have written their own non-chronological reports on a creature of their choice. We will begin our new topic of The Magic Porridge Pot this week. We began this by having a shared breakfast on Thursday of porridge, with toppings of their choice!

In Maths, we have been looking at place value to 20. Within this, we have been building on our knowledge of the numbers 11- 20 and looking at 1 more and 1 less.

In Science, we began our new topic on animals. So far, we have learnt about the different categories of animal (mammal, bird, fish, reptile and amphibian) and have compared animals within these categories.

In History, we have started to study explorers starting with Neil Armstrong. We were fascinated to watch the video of the first moon landing!

We cannot wait to see what we get up to as the term goes on!



Year 2/3

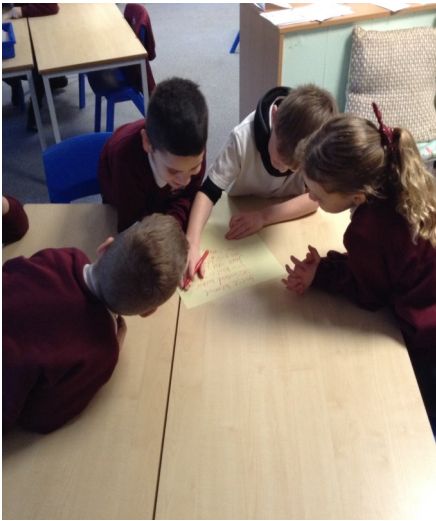
Welcome back! We've had a great start to the new term and the children have all shown they are ready and raring to go!

We started our term by introducing our new history unit- the Bronze Age and Iron Age. The children will be building on their knowledge of the Stone Age with these next periods of prehistoric Britain. We have linked our new guided reading book - Explore - Stone, Bronze and Iron Age.

In English, we are learning how to write instructions. The children had fun writing a recipe for making a jam sandwich and watching their teachers have a go at following them. This created lots of mess and enjoyment for everyone!

In Maths, we are learning multiplication and division facts, using the facts we know to deepen our understanding. We will be looking at written methods for both moving in to practicing our times table recall skills.

Between Cousteau and Earhart class we have put a new display board ready to be filled with any learning children do at home. Please do bring any in, we would love to celebrate this and fill up our board.

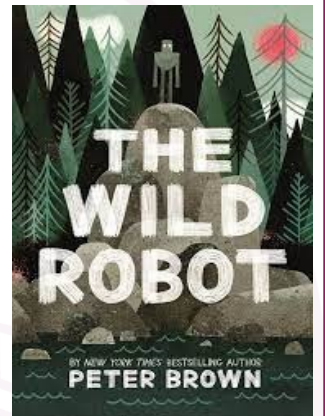


Year 4

Year 4 have come into the new year with a flying start!

This week, the children have written their own discussion texts, implementing the key features they have been learning for the last few weeks. There have been some amazing debates from 'Are video games good for you?' to 'Is social media bad for teenagers?'.

The children have dived straight into our new class book 'The Wild Robot', making high-level predictions as we read through the story. They have developed their comprehension of the book through entry logs as Roz the robot, retelling and ordering events and answering VIPERS questions.



In Maths, we have begun the term looking at multiplication and division, using the facts we know to further expand our knowledge by multiplying and dividing by multiples of 10 and 100. Currently, the children are testing their times tables through long multiplication and short division, understanding the importance of knowing up to 12×12 .

There has been a lot of excitement into our new history topic, the Romans! So far, we have explored how the Roman society was structured, the gruesome myth that led to Rome being built and their tactics in war.

The children were in awe of the shields and how they were effectively used, designing their own. We will soon be bringing their designs to life, ready to make our own tortoise formation!

Year 5

What a great start to the Spring term for Year 5!

In English, we have nearly come to the end of our focus on warning tales, this week we have been innovating, and the children will be writing their independent stories in the next few days. We are very excited to read them!

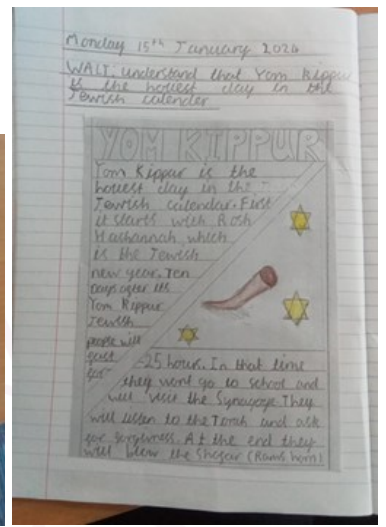
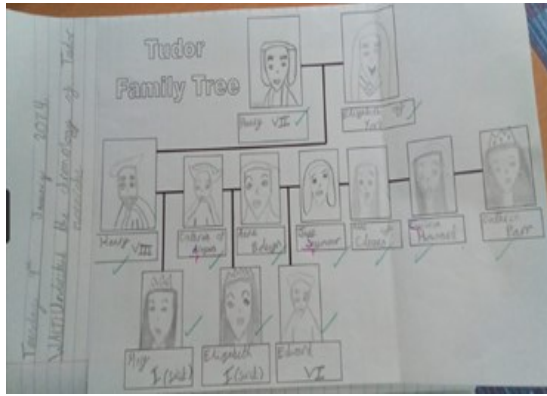
In Maths, we have finished our unit on fractions, and began multiplication and division. The children have shown great progress in this unit already.

In Guided Reading, we have begun our new book 'Varjak Paw'. We have made some great predictions of what this book could be about, and are looking forward to reading it over the next few weeks.

In History, we have started our topic of the Tudors, and in RE we are learning all about Judaism. The children have produced some lovely work in these subjects already.

Across this term, Year 5 are lucky enough to be attending forest school. The children have thoroughly enjoyed it so far and always come back muddy and happy!

Keep up the good work Year 5!



Year 6

What a fantastic start to the year we have had! In English, we are into our Independent writing creating inventive portal tales which cover a whole range of settings. In Guided Reading, we have begun our new novel by the amazing David Almond - Skellig. The children are already diving into the interesting characters and considering emerging themes and plot.

In Maths, we have concluded our unit on fractions (though we will continue to revisit this important area throughout the year) and have begun measure. Here, the children are coming to grips with converting measures between m/cms, l/ml, cm/mm, etc. In Geography, we have begun our new unit on West Africa and the children have been finding out about all the countries there. We will continue to explore the human geography and climate of that area.

In Science, we are reaching the end of our unit on evolution. In true Darwin style, the children were able to investigate which beak shape was most suited to retrieve different types of food.

Finally, Year 6 took part in a Gamelan Music Workshop at Court Fields School. The children thoroughly enjoyed learning about these ancient Indonesian instruments and the myths and legends surrounding them. They were able to play the different instruments putting a piece of music together for a short performance.

