

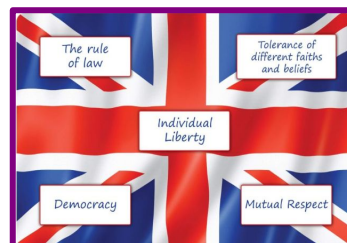


## Hillside Primary School and Nursery “Achieving Greatness Together”



Friday 1st March, 2024

Prezados Encarregados de Educação,  
espero que se encontrem bem.



Em Hillside, promover a compreensão dos valores britânicos fundamentais é uma parte fundamental da vida e é um elemento integrante da nossa abordagem ao ensino e aprendizagem e à comunidade escolar em geral.

Garantimos que todos os nossos filhos aprendam sobre a democracia, o Estado de direito, a liberdade individual, o respeito mútuo e a tolerância para com aqueles de diferentes religiões e crenças. Aqui estão algumas maneiras pelas quais promovemos os valores:

O espírito escolar e a política de comportamento giram em torno do “respeito” e as discussões e reuniões centram-se no que significa respeito e como é demonstrado: **“Em Hillside somos gentis, seguros e corajosos”**.

Promovemos ativamente a diversidade através de celebrações de diferentes religiões e culturas em aulas e assembleias.

Exploramos uma ampla gama de temas que abrangem tolerância, respeito mútuo e democracia através de lições como PSHE e RE.

Também convidamos visitantes para falar e trabalhar com nossas crianças, por exemplo. Corpo de Bombeiros, Polícia e nosso Membro do Parlamento local. A democracia é promovida através de nossas ativas Equipas de Voz de Alunos, onde as crianças são regularmente convidadas a contribuir com suas ideias e a votar em questões de importância para elas. Isto inclui um Conselho Escolar eleito, um Conselho Desportivo e nossa Equipa de Alunos Sênior. Para mais informações, por favor clique aqui <https://hillsideprimary.co.uk/our-school/british-values>

Desejamos-lhe um fim de semana maravilhoso. Estamos entusiasmados com a Semana do Livro na próxima semana! Muitas felicidades,

Mrs Wass

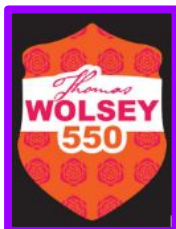




### The Hare and the Tortoise

Key Stage 1 enjoyed a performance from the New Wolsey Theatre on Monday. The children sat enthralled as they watched the actors perform with expression. The performance also included music played on a real cello. It was wonderful!

'I wish I could write one of those stories!' Tobias said on his way out.  
'The Hare was the funniest one.' said Tae'Veah.



Reimagining Tudor Ipswich in Minecraft



Uma maravilhosa oportunidade de enriquecimento  
Um pequeno grupo de crianças e pais participou de um workshop digital para criar uma paisagem Tudor de Ipswich. Eles ficaram intrigados com a transformação da nossa região ao longo do tempo. Todas as crianças puderam aceder ao seu próprio computador e construir uma casa de quinta que contribuiu para o trabalho de outras escolas - tornando este evento uma verdadeira colaboração.





Education & Skills  
Funding Agency

# SUFFOLK ADULT LEARNING



## The Gruffalo Workshop

A free workshop in Hillside  
Primary School, based on  
this popular children's book

For parents/grandparents  
and carers and their  
children (EYFS/Reception  
and Year 1 children only)

Thursday 7<sup>th</sup> March  
9-10.30 am

Would you like to:

- make a Gruffalo puppet and use it to tell the story?
- create an owl collage?
- play a Gruffalo child counting game?

All resources provided.

**TO BOOK A PLACE, PLEASE EMAIL:**

[office@hillsideprimary.co.uk](mailto:office@hillsideprimary.co.uk)

or return this flier to the school  
office with your name and your  
child's name and class written on  
the back

# Dia Romano! XXVII/II/MMXXIV

Na Terça-feira o ano 3 comemorou o início do seu novo tema de História, os Romanos, com um dia cheio de atividades divertidas e emocionantes!



"Gostei de me vestir de romano durante o dia e ver como os meus amigos estavam lindos. Também gostei que os professores se vestiram connosco!"

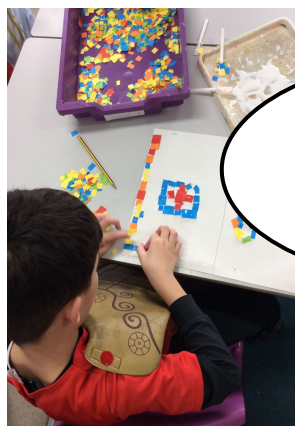
"Adorei praticar diferentes desportos!"



"Achei interessante aprender sobre algarismos romanos."



"Minha parte favorita foi projetar e fazer o meu próprio escudo, assim como os romanos usavam nas batalhas!"



"Gostei de fazer um mosaico, foi divertido fazer!"



"Minha parte favorita foi fazer meu próprio pote de barro."

# 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



# PARENT VOLUNTEERS NEEDED

*Get involved and make a  
difference!*

- Share your views with the Parent Council,
- Listen to our fantastic readers,
- Come and share your skills and talents!

If interested please email  
[office@hillsideprimary.co.uk](mailto:office@hillsideprimary.co.uk) FAO Mrs Wass  
or speak with a member of the Office.



# Hillside Primary School and Nursery

## “Achieving Greatness Together”



Friday 1st March, 2024

**Hillside is taking part in Beat the Street!**  
<https://www.youtube.com/watch?v=KJbOghMQ5ZM&t=2s>

Você pode encontrar mais informações no site:

<https://www.beatthestreet.me/ipswich>

## Assiduidade Semanal

Queremos que cada um de nossos filhos seja

um Herói de Presença:



Aqui  
Diariamente  
Preparado  
A horas



**A assiduidade geral é de 91,5%, meta é de 96%.**

*Cada dia conta!*

**Ano 3 Fox 98.8%; Ano 6 Osprey 96.7%; Ano 4 Puffin 96.6%; Ano 1 Squirrel 95.5%; Ano 2 Robbin 94.8%; Ano R Butterfly 94.3%; Ano 3 Deer 94.3%; Ano 3 Badger 94%; Ano 1 Hedgehog 93.8%; Ano R Ladybird 91.9%; Ano 5 Dolphin 91.9%; Ano 2 Wren 91.3%; Ano 4 Kingfisher 90.5%; Ano 6 Kestrel 86.7%; Ano 5 Seal 83.5%**

**Bom trabalho Fox 98.8 %!**



Hillside Primary School and Nursery

“Achieving Greatness Together”

Friday 1st March, 2024



# Datas para o Diário

Semana que começa na Segunda-feira, 4 de Março -  
Semana do Livro em Hillside (detalhes foram  
compartilhados)

Quinta-feira, 7 de Março – Vestir como personagem de um  
livro

Semana que começa em 11 de Março - Semana da  
Ciência em Hillside

Sexta-feira, 15 de Março - Dia do Nariz Vermelho (mais  
detalhes a seguir)

Segunda-feira, 25 e Quarta-feira, 27 de Março - Reunião  
de Pais (mais detalhes a seguir)

Quinta-feira, 28 de Março – Último dia do semestre.

## Mais datas a seguir

Hillside School Dates 2023-2024

| September 2023 |    |    |    |    |    |    | October 2023 |    |    |    |    |    |    | November 2023 |    |    |    |    |    |    | December 2023 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|--------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|
| M              | Tu | W  | Th | F  | Sa | Su | M            | Tu | W  | Th | F  | Sa | Su | M             | Tu | W  | Th | F  | Sa | Su | M             | Tu | W  | Th | F  | Sa | Su |
| 4              | 5  | 6  | 7  | 8  | 9  | 10 | 2            | 3  | 4  | 5  | 6  | 7  | 8  | 6             | 7  | 8  | 9  | 10 | 11 | 12 | 4             | 5  | 6  | 7  | 8  | 9  | 10 |
| 11             | 12 | 13 | 14 | 15 | 16 | 17 | 9            | 10 | 11 | 12 | 13 | 14 | 15 | 13            | 14 | 15 | 16 | 17 | 18 | 19 | 11            | 12 | 13 | 14 | 15 | 16 | 17 |
| 18             | 19 | 20 | 21 | 22 | 23 | 24 | 16           | 17 | 18 | 19 | 20 | 21 | 22 | 20            | 21 | 22 | 23 | 24 | 25 | 26 | 18            | 19 | 20 | 21 | 22 | 23 | 24 |
| 25             | 26 | 27 | 28 | 29 | 30 |    | 23           | 24 | 25 | 26 | 27 | 28 | 29 | 27            | 28 | 29 | 30 |    |    |    | 25            | 26 | 27 | 28 | 29 | 30 | 31 |
|                |    |    |    |    |    |    | 30           | 31 |    |    |    |    |    |               |    |    |    |    |    |    |               |    |    |    |    |    |    |

| January 2024 |    |    |    |    |    |    | February 2024 |    |    |    |    |    |    | March 2024 |    |    |    |    |    |    | April 2024 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|
| M            | Tu | W  | Th | F  | Sa | Su | M             | Tu | W  | Th | F  | Sa | Su | M          | Tu | W  | Th | F  | Sa | Su | M          | Tu | W  | Th | F  | Sa | Su |
| 1            | 2  | 3  | 4  | 5  | 6  | 7  | 5             | 6  | 7  | 8  | 9  | 10 | 11 | 4          | 5  | 6  | 7  | 8  | 9  | 10 | 1          | 2  | 3  | 4  | 5  | 6  | 7  |
| 8            | 9  | 10 | 11 | 12 | 13 | 14 | 12            | 13 | 14 | 15 | 16 | 17 | 18 | 11         | 12 | 13 | 14 | 15 | 16 | 17 | 8          | 9  | 10 | 11 | 12 | 13 | 14 |
| 15           | 16 | 17 | 18 | 19 | 20 | 21 | 19            | 20 | 21 | 22 | 23 | 24 | 25 | 18         | 19 | 20 | 21 | 22 | 23 | 24 | 15         | 16 | 17 | 18 | 19 | 20 | 21 |
| 22           | 23 | 24 | 25 | 26 | 27 | -  | 26            | 27 | 28 | 29 |    |    |    | 25         | 26 | 27 | 28 | 29 | 30 | 31 | 22         | 23 | 24 | 25 | 26 | 27 | 28 |
| 29           | 30 | 31 |    |    |    |    |               |    |    |    |    |    |    |            |    |    |    |    |    |    | 29         | 30 |    |    |    |    |    |

| May 2024 |    |    |    |    |    |    | June 2024 |    |    |    |    |    |    | July 2024 |    |    |    |    |    |    | August 2024 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|-------------|----|----|----|----|----|----|
| M        | Tu | W  | Th | F  | Sa | Su | M         | Tu | W  | Th | F  | Sa | Su | M         | Tu | W  | Th | F  | Sa | Su | M           | Tu | W  | Th | F  | Sa | Su |
| 5        | 7  | 8  | 9  | 10 | 11 | 12 | 3         | 4  | 5  | 6  | 7  | 8  | 9  | 1         | 2  | 3  | 4  | 5  | 6  | 7  | 5           | 6  | 7  | 8  | 9  | 10 | 11 |
| 13       | 14 | 15 | 16 | 17 | 18 | 19 | 10        | 11 | 12 | 13 | 14 | 15 | 16 | 8         | 9  | 10 | 11 | 12 | 13 | 14 | 12          | 13 | 14 | 15 | 16 | 17 | 18 |
| 20       | 21 | 22 | 23 | 24 | 25 | 26 | 17        | 18 | 19 | 20 | 21 | 22 | 23 | 15        | 16 | 17 | 18 | 19 | 20 | 21 | 19          | 20 | 21 | 22 | 23 | 24 | 25 |
| 27       | 28 | 29 | 30 | 31 |    |    | 24        | 25 | 26 | 27 | 28 | 29 | 30 | 22        | 23 | 24 | 25 | 26 | 27 | 28 | 26          | 27 | 28 | 29 | 30 | 31 |    |
|          |    |    |    |    |    |    |           |    |    |    |    |    |    | 29        | 30 | 31 |    |    |    |    |             |    |    |    |    |    |    |

Staff training days – school closed  
School holiday closures  
Bank Holidays





WORLD  
**BOOK  
DAY**<sup>®</sup>

7 MARCH 2024



**Easter Menu- Wednesday 27<sup>th</sup>  
March**

Traditional Roast Turkey  
With Stuffing

-

Vegetarian Wellington

-

With Roast Potatoes, Gravy  
Peas & Carrots

-

Easter Biscuit

Also Available: Jacket Potatoes With Choice Of Fillings, Salad,  
Fresh Fruit & Yoghurt

**Beginner  
ENSEMBLES**

KS2 Fun ensemble playing for children in their first year of learning their instrument

WEEKLY ACTIVITIES ACROSS SUFFOLK  
**FREE**

Bring your instrument

From Thursday 7th March  
Chantry Academy  
3.45 - 4.30pm

Find out more: 01473 263400  
[rebrand.ly/KS2BeginnerInformation](https://rebrand.ly/KS2BeginnerInformation)





**Hillside Primary School and Nursery**  
**“Achieving Greatness Together”**



Friday 1st March, 2024

## Prêmios das aulas de matemática

Parabéns por:

Osprey, Dolphins, Puffins e Fox.

Os vencedores individuais são: Amiyah, Majus, Castiel,  
Luciana



## Vencedores do prémio semanal



Parabéns por:

Ruby D, Elisabeta I, Sas O, Esmæe K, Ruby P, Ianis-Andrei R, Milana S, Holly D, David N, Awesome A, Ethan H, Layla D, Renato V S, Evie T, Maya I, Osafame O, Yahis R, Adalyn A, Gabriel B, Elena-Raysa N, Andra R, Ronnie C, Cristian B, Malik R, Milena K, Pijus G, Ariana H, Sebastian M Jayden P, Dominka K, Charlie N, Oscar T, Sophia B, Cristina B, Ameny B da S, Maya A, Aminah S, Isla B, Alan P, Mario R, Niamh-Rose C, Inioluwa S, Bushra D, Nadia J, Spencer F, Luciana D-E-S, Dawan M-A, Toby T, Julia W, Renesmai M, Vanessa S, Wilma O C

***It's great to be gold!***