



Meadows Newsletter

Issue 8

14/3/25

The Meadows
Primary School

Dear Parents/Carers,

This week the children have thoroughly enjoyed participating in British Science Week. Throughout our Science curriculum, we support children to understand core knowledge and disciplinary skills as well as:

- The characteristics of a Scientist
- How Scientists find out about the world through different types of enquiry
- Where Science is useful in the real world, and the careers related to their learning

This week, it has been fantastic to enhance their learning as Scientists by engaging in British Science Week. On Wednesday, all children explored the theme, 'change and adapt'. Mrs Farrand led a brilliant assembly about why Science is important and different ways Scientists find out about the world e.g. through making observations over time, completing research, through investigations etc. Children in Y1-Y6 also had the chance to move around every class in the school to participate in different lines of enquiry exploring the theme. It was fantastic to witness the passion our pupils demonstrated for Science. Well done children!



One of the learning activities involved all children used different mediums (including digital technology and collage) to explore how animals adapt to their environment and use camouflage to protect themselves from predators.

Early Adopters for a Free 30 Minute Breakfast Club

On Wednesday, I sent out communication to you all to inform you that we have been accepted as an early adopter of the government's free breakfast club scheme. We applied to be part of this exciting national scheme because we believe in supporting our children to have the best start to each day. We also hope that this will help to relieve pressure on our parents during the busy morning routines. It will also help some of our families to provide free childcare for 30 minutes each day.

The free breakfast club will look to run 30 minutes breakfast club each morning, where children will be provided with a nutritious breakfast as well as a range of activities (such as craft, role play and sports) to help them settle into their school day at no cost. It will be targeted at pupils who are of a statutory school age.

At the moment, we are exploring both the financial viability of this offer as well as what this provision will look like as, depending on interest, as this will require an adjustment of our current offer. For example, implementing this free 30 minute slot will reduce the cost of our morning wrap around already in place from 7:30am, to take into consideration the 30 minute free.



We are also looking for volunteers that may be interested to support the running of the provision, for example, willing to help with sporting or craft activities. This will be a brilliant and rewarding opportunity for adults to make a positive contribution to our school community whilst also an opportunity to develop their own interests and skillset in a school context.

To support us with our strategic planning, please could you take a few minutes to complete the survey below to help us to explore the interest within the community:

https://forms.office.com/Pages/ResponsePage.aspx?id=48aZkktFFECrk1vXiMa8-oW_nDpKIPnLx46fEu30JUNFRPTjJZS01SQINRWBTBRSIVWMkiOMzRVVY4u

By completing the survey, you can share your voice and help us to shape what this provision looks like for our pupils and our community. Thank you, in advance, for your support.

ParentMail **Communication – Parentmail**



A polite reminder that all communication is sent out to parents via Parentmail. This includes newsletters, trip letters, forms to book wrap around provision, payments, emails regarding learning, reminder texts etc. Please can you ensure that you check Parentmail regularly to keep up-to-date and as informed as possible. This will ensure that communication lines are clear and open and will reduce the pressure on staff having to send lots of additional communication out as reminders. Your support on this matter would be greatly appreciated.

If you require any further support regarding accessing Parentmail to keep informed, please just get in touch with the office. We are happy to help.

Ready for Reception

The DFE have recently announced that they are supporting Kindred Squared's new 'Starting Reception' definition to help give parents a clear understanding about what it means for children to be 'school ready'. If you have a younger child who will be starting Reception either this year or next year, here are some of the skills it suggests pupils should have to help them get the best start to school:

🔪 Using cutlery

🚽 Being fully toilet trained (except for the occasional accident)

🧸 Sharing toys

🎨 Drawing, painting and colouring

😊 Talking about feelings

🪥 Brushing teeth twice a day





Green-Fingered Volunteers Wanted

Do you have a passion for horticulture? Are you a green-fingered gardener? Do you have a spare bit of time you would be willing to support us with our gardening on site each week?

We are looking for volunteers to work alongside our eager pupils to help develop and make the most of some of our green spaces across the school. If you would be willing to help us, please get in touch with us via the school office via the phone or office@meadows.set.org . Your support would be greatly appreciated. 😊



Football Success

A huge well done to our football team, who had their final league matches this week. They successfully won their league. All four teams that won their leagues then went on to the semi-finals. Our team were amazing and made it through to the finals, where they fought well but lost in the last 30 seconds of the match, 0-1, to their opponents. We are so proud of each member of the team for working together, supporting and encouraging one another and demonstrating good sportsmanship. Whilst they were disappointed, they played brilliantly, and we couldn't be prouder of them.

As Simone Biles, one of the greatest gymnastics of all

time, suggests:

"Everybody thinks a champion has to be the winner, come out on top. But I think everybody inside a champion themselves depending on how you handle your failures and your successes."

We will endeavour to learn from our loss, improve and come back even stronger next year. 😊

Talking to Your Child about their Emotions (Social and Emotional Language)

As previously mentioned above, talking to children about their emotions is so important for their personal development. This is which we have adopted the 'Red to Blue' approach in our school and actively embed social and emotional literacy throughout of curriculum. It also helps our children to be able to express and safeguard themselves. The National College have created a useful prompt for parents to help you support your own children with their social and emotional literacy:

10 Top Tips for Parents and Educators SUPPORTING CHILDREN TO DEVELOP EMOTIONAL LITERACY

Emotional literacy refers to the ability to recognise, understand and express our feelings effectively. It plays a crucial role in strengthening a child's wellbeing by enhancing their relationships and resilience. However, emotional literacy is not necessarily an innate talent, and its development may present challenges. This guide gives parents and educators practical tips on supporting children to cultivate this essential skill.

1 NAME THE EMOTION

Encourage children to identify and name their emotions. This helps them understand what they're feeling and why. Use simple language and relatable examples to make it easier for them to share their emotions. This builds a foundation for emotional understanding and open communication.

2 MODEL EMOTIONAL EXPRESSION

Demonstrate healthy emotional expression by sharing your feelings visibly. When children see adults properly displaying how they're doing and what they're thinking, they learn to do the same. Discuss how you handle emotions in different circumstances, providing a real-life framework for young ones to follow.

3 MINDFULNESS ACTIVITIES

Teach children mindfulness practices to help them stay present and manage their emotions during more challenging moments. Activities like deep breathing, meditation or yoga can reduce stress and enhance emotional regulation. Regular practice can improve focus and emotional stability, which can significantly help children both as they're growing up and throughout their adult life.

4 USE STORYTELLING

Incorporate storytelling to help children understand emotions. Stories can offer relevant scenarios illustrating how the characters experience and manage their feelings. Discuss the emotions depicted in stories and ask children how they might feel in similar situations.

5 PRACTISE EMPATHY

Teach children to consider others' views and emotions – and to explore why they might think or feel this way. Role-playing and discussing various scenarios can enhance their ability to empathise. Understanding others' emotions helps children to develop compassion and improves their social interactions.

6 ENCOURAGE JOURNALING

Suggest keeping a journal to make note of thoughts and emotions, as writing can provide an outlet for self-reflection and emotional processing. Encourage children to write about their daily experiences and feelings, helping them gain insight into their emotional world. Do this alongside them, so they can see and experience how to do it effectively.

7 TEACH PROBLEM-SOLVING

Do what you can to help children develop problem-solving skills to assist in managing emotional challenges. Discuss potential solutions to emotional conflicts and encourage them to think critically about what they (and others) can do to process their feelings in a healthy way. This empowers children to handle emotions positively and build resilience.

8 CREATE A SAFE SPACE

Establish an environment where children feel safe to display their emotions without judgement. Encourage open exchanges and reassure them that all feelings are valid. This supportive atmosphere promotes trust and encourages children to express themselves with confidence.

9 USE VISUAL AIDS

Take advantage of visual aids like emotion charts or mood meters to help children identify and express their feelings. Use these tools regularly in your interactions. They provide a visual representation of emotions, making it easier for children to communicate their emotional state.

10 CELEBRATE EMOTIONAL GROWTH

Acknowledge and celebrate progress in emotional literacy, and praise children for expressing their emotions and handling them effectively. Positive reinforcement is a useful tool that will encourage continued growth and reinforces the importance of emotional literacy – encouraging young people to maintain the good habits and healthy behaviours that you've taught them.

Meet Our Expert

Adam Gillett is Associate Vice-Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, an organisation that supports schools in improving their mental health provision.



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KS2's Trip to the Liverpool Philharmonic

Yesterday, KS2 had a fantastic time visiting Liverpool to see the Liverpool Philharmonic perform in the concert, "The World in One City: A Musical Journey". The concert included music from the rich and diverse culture of Liverpool, including pieces by African, Chinese, Irish and Indian composers. The children even had the opportunity to sing a song called, 'All Our Different Voices' along with the rest of the 1700 strong audience, accompanied by the orchestra.



It was a fantastic, unique experience. The children were able to be immersed in the world of music and develop their listening skills. It was wonderful to watch the children be entranced by the instruments playing. They particularly enjoyed watching all the teachers in the hall dance along to one of the pieces – something we hadn't anticipated either!! They soon joined in with the fun.

Well done to all the children for 'Trying New Things', one of our 'Secrets of Success'. This is so important because unless we try things, we won't know what we enjoy or what possibilities are out there for our future for example hobbies or careers.

The next concert we look forward to will be when Owl class perform in the Birmingham Symphony Hall next term. This is definitely something to get excited about.



Coming Soon – Dates to Remember

Bikability (Y5) – Mon 17th to Wed 19th March

Next week is Bikeability for Y5, rearranged from the Autumn Term. We have already contacted parents about the day their child will be participating.

A reminder that children should prepare for all weather possibilities to ensure that they are able to participate. They are required to bring a helmet, a coat and a water bottle. PE clothes should be worn, with sensible footwear such as trainers.

Bikes should be brought into school and left safely in the quiet area at the start of the day. All children are required to take their bikes home with them at the end of the day, for security and insurance purposes.

Owls Trip to Dewa Roman Centre

Y3/4 will be visiting Chester next Wednesday to enhance their learning on the Roman empire by visiting the Dewa Roman Centre. I have led this trip many times over the years and am looking forward to accompanying the children on the day – it is always great fun and a fantastic way to discover the history of Romans in Chester.

All children are required to wear their school PE kit, with trainers, as the day will involve walking. All children must bring a coat, as they will be outside for part of the day whatever the weather. They also require a packed lunch (in a disposable bag) and a bottle of water to drink during the day.

Forthcoming Dates

<i>Forthcoming Dates</i>	
Date	Event
Mon 17 th -Wed 19 th March	Y5 Bikeability (Rearranged)
Wed 19 th March	Owls (Y3/4) Trip to Dewa Roman Centre, Chester
Mon 31 st March	RSPCA to visit the school to lead workshops

Wed 2 nd April	Foxes and Badgers (EYFS) and Kingfishers (Y1/2) trip to Chester Zoo
Thurs 3 rd April	Hawks (Y5/6) Trip to Wolseley Bridge for a Geography field study
Thurs 10 th April	Easter Service, All Saints, Madeley, 2-3pm
TBD	Seeing is Believing sessions
Monday 14 th April – Friday 25 th April	Easter Holiday
Monday 28 th April	INSET
Tuesday 29 th April	Summer term starts
Wed 30 th April	Group Photos (Please ensure your child(ren) come in to school dressed smartly in the correct uniform.)
Mon 5 th May	May Day Bank holiday
Mon 12 th - Thurs 15 th May	Y6 SATs week
Monday 26 th May – Friday 30 th May	Half Term
Mon 2 nd June	Hawks (Y5/6) have been invited to take part in a fire safety event at Newcastle Fire Station, 11:45am-2:50pm
Tue 17 th June	Owls (Y3/4) Trip to Wolseley Bridge for a Geography field study
Wed 16 th June	Owls (Y3/4) Trip to the Birmingham Symphony Hall to take part in a musical spectacular
Wed 18 th June	Reception (Badgers) and Years 1 and 2 (Kingfishers) trip to Liverpool to see 'A Bear Hunt' by the Royal Liverpool Philharmonic Orchestra
Wed 25 th June	Foxes and Badgers (Nursery and Reception) Sports Day, 1-3pm at Leycett Cricket Club
Wed 2 nd July	Kingfishers, Owls, Hawks (Y1-Y6) Sports Day, 1-3pm at Leycett Cricket Club
Fri 4 th July	Hawks (Y5/6) visit to Stockport Air Raid Shelter
Wed 9 th July	Foxes and Badgers (EYFS) and Kingfishers (Y1/2) trip to Bewildewood
TBD	Summer Fayre
TBD	Leaver's Performance
Sat 12 th July MADELEY VILLAGE COMMUNITY EVENT	Madeley Carnival (more information to be released closer to the date)
TBD	Seeing is Believing sessions
TBD	'Celebrations Assembly' at the Madeley Centre, 2-3pm
Thurs 17 th July	Hawks Leaver's Performance, Madeley School, 6-8pm
Friday 18 th July	Last day of term
Monday 21 st July	INSET
Tues 22 July – Fri 29 August	Summer Holiday

Please note INSET days are in service training days for staff. The school will be closed to pupils on these days.

Safeguarding Update

If you are concerned about the safety of a child in **immediate danger**, please dial 999. If you need Early Help support or have a concern about a child, please call Staffordshire Children's Advice and Support Service on 03001118007 or out of hours 03456042886.

Thank you for your continued support.

Have a great week weekend.

All the best,

Mrs Kuffour

Personal Possessions

I would like to remind all our school community of the following:

The storage of any personal property or possessions or, where pupils bring in personal property or possessions onto the school premises it is at the pupil's and parent's own risk and the school will not be liable for any loss or damage to personal property or possessions.



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