

# ULLESTHORPE CE PRIMARY SCHOOL

MAPLE CLASS FOCUS

FRIDAY 29TH NOVEMBER 2024

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## UPCOMING DATES

### **Sleeping Beauty Panto:**

Wednesday 4th Dec

### **Christmas Craft Afternoon:**

Friday 6th Dec. 1:30-3pm

### **Christmas Dinner & Jumper Day:**

Wednesday 11th Dec.

### **EYFS & KS1 Nativity:**

Weds. 11th Dec. at 2pm

Thurs. 12th Dec. at 9.30am

### **PTA Snowball:**

Fri 13th Dec 6-8pm at  
The Chequers

## HEAD OF SCHOOL

MRS J. ALLEN

In this newsletter, we celebrate the superb learning experiences that have been enjoyed by Maple Class this Autumn term; read on to find out more.

We are also proud and happy to send our congratulations to the latest Ullesthorpe School 'stars-of-the-week' who have been showing their very best S.T.A.R listening and shining the light of their good choices and achievements:

Sophie, Georgia, Xander, Suki, Regan, Evelyn, Thomas, Harry, Jacob, Thomas, Cansev, Theo, Ivy, Abigail, Maxwell, and Rudy. Very well done to them all.

Numerous exciting and enriching festive activities are still to come in the final weeks of this long Autumn term: the Pantomime; Christmas craft afternoon; Christingle services; Willow and Maple Class Nativity performances; the PTA's Snowball; Carol concert, pop-up Labyrinth, and more! We look forward to seeing many parents/carers and friends of Ullesthorpe School join us for some of these celebrations and events.

You may have noticed teachers and school staff being celebrated on BBC's 'The One Show' recently for their outstanding contributions to children's lives. I would like to sincerely thank our exceptional staff team for going above and beyond again this term to ensure that our children have the very best of school experiences.

If you would like to gift a 'thank you' for any member of our school staff before Christmas, please look out for the email I will send out to parents soon: an unexpected thank you really does give such joy.

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## CHILDREN IN NEED DAY

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Thank you to our new school council who judged the colouring and biscuit competitions!

### UPCOMING DATES

**KS2 Carols at St Peters:**

Weds. 18th Dec. at 6pm

**End of Autumn Term:**

Friday 20th Dec at 3:15pm

**Start of Spring Term:**

Monday 6th January

8:45am



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## WELL-BEING AMBASSADORS

Our next set of Ullesthorpe School Well-Being ambassadors attended the second in-person Well-Being training conference recently, along with many other schools from the Lutterworth and Blaby district. There were some interesting guest speakers, lots of well-being ideas shared and new things learned.

The latest members of the Ullesthorpe well-being team are now excited to get underway with their action plan for raising awareness of well-being across school!



South Leicestershire School Sports Partners

Health | Well-being | School Sport | PE | Physical Act

# ULLESTHORPE CE PRIMARY SCHOOL

## TREE PLANTING

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**MAPLE CLASS FOCUS**

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**FRIDAY 29TH NOVEMBER 2024**

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### **ECO COMMITTEE**

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The Eco Committee and Mrs Hartley successfully applied to The Woodland Trust to be part of their tree planting initiative. The Trust kindly provided us with 20 small tree variety saplings to plant in suitable locations around the school: today seemed a good day for it, weather wise!  
Great work, everyone!

### What is **courageous advocacy**?

Courageous advocacy is defined by the Church of England as “the act of speaking out against an issue of injustice, often on behalf of those whose voice is not heard.” At Ullesthorpe CE Primary School we will encourage and support our children to become courageous advocates who believe that they can become ‘agents of change’ to strive towards a fairer and more joyous world. This means that we will support our children in championing causes that are special and meaningful to them; whether connected to concerns that are close to home or personal to them, or concerns linked to wider global issues.



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## MAPLE CLASS LEARNING: LITERACY, SCIENCE AND D&T

What an exciting term it has been in Maple Class! The children have been exploring a variety of subjects, and we are thrilled to share some highlights with you.

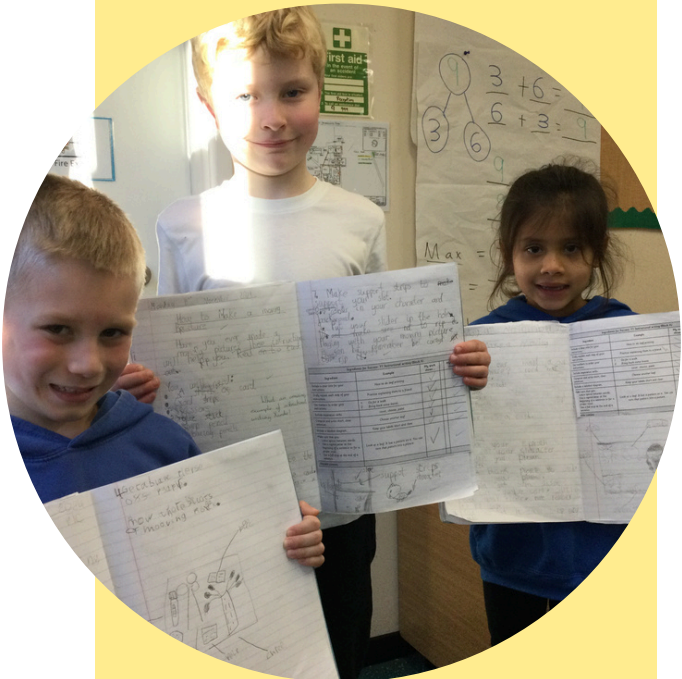
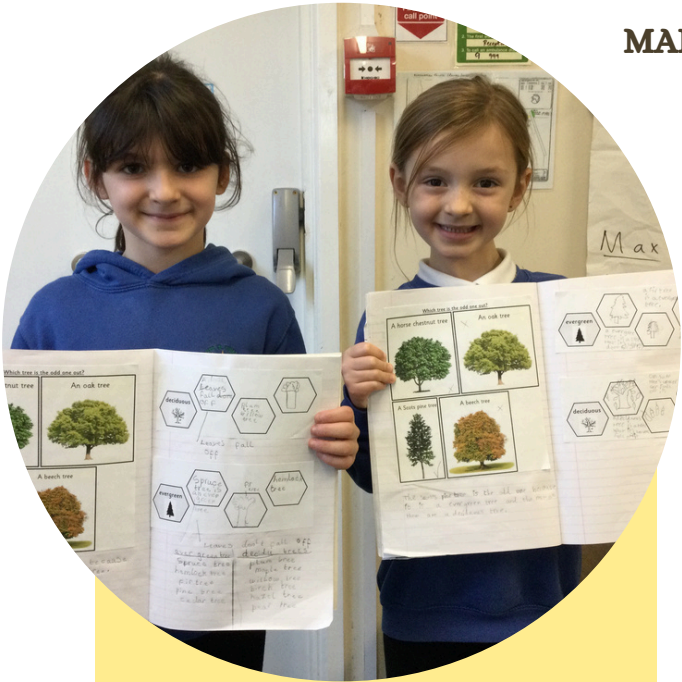
In Design Technology (D.T.), our young innovators have been creating moving story pictures. By using a range of materials and techniques, they have brought their imaginative stories to life through making moving sliders. It has been a joy to witness their creativity and craftsmanship as they developed their projects.

In literacy, Maple Class has been honing their skills in instructional writing. The children have been learning how to write clear and concise instructions, and we've seen some wonderful examples of their work.

In science, we have been delving into the fascinating world of trees. The children have recently been focusing on distinguishing between deciduous and evergreen trees. It's been wonderful to see their enthusiasm for nature blossoming.

Thank you for your continued support. We're looking forward to another fantastic term ahead!

Mr C Gray



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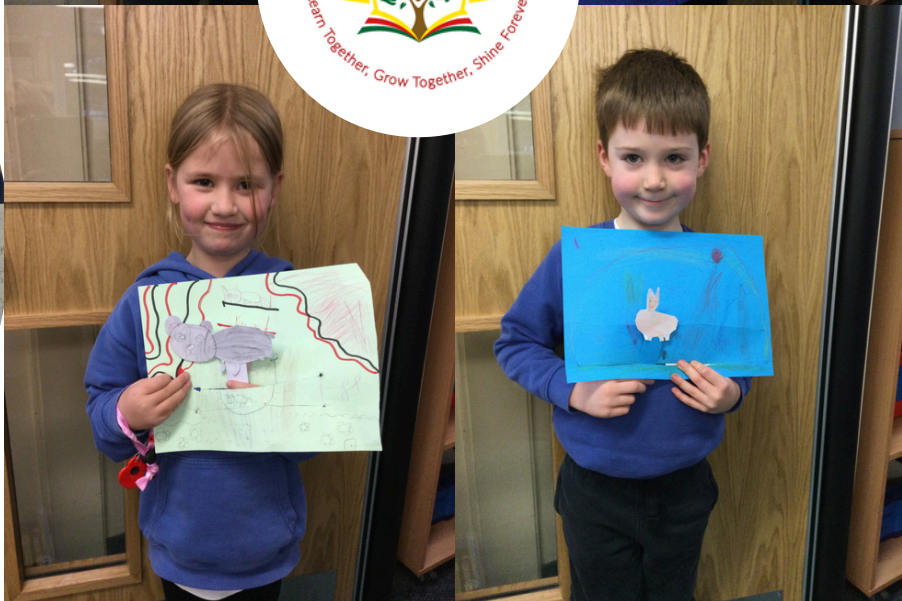
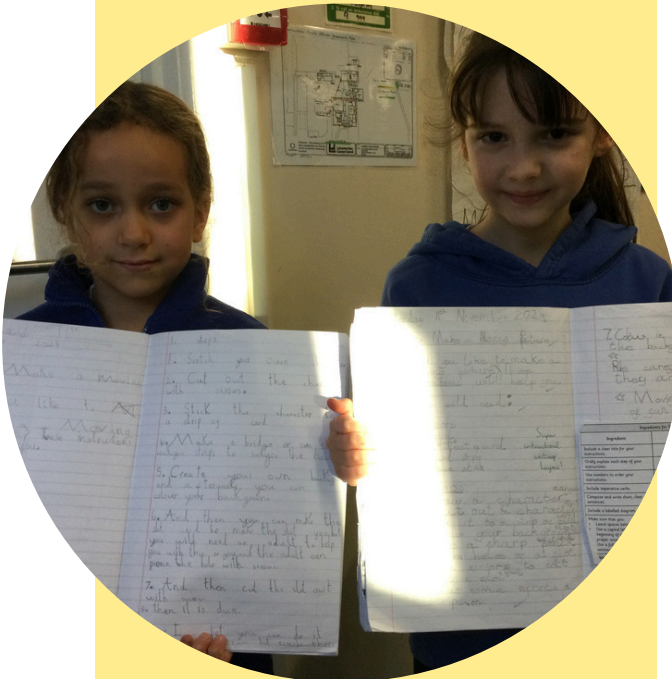
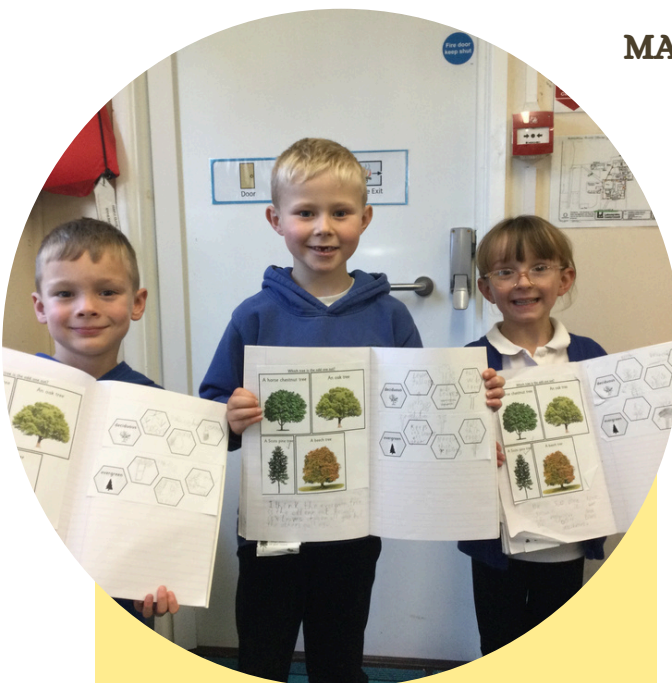
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## MAPLE CLASS LEARNING: LITERACY, SCIENCE AND D&T

Maple Class have been enjoying lots of exciting curriculum learning and enrichment activities in their lessons lately:



Fantastic sliders, everyone. Great D&T work!

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**MOMENTS  
MATTER,  
ATTENDANCE  
COUNTS.**

## ENCOURAGING ATTENDANCE

SCHOOL ATTENDANCE CHECK-IN

**SUPERBLY WELL DONE TO THOSE YEAR GROUPS  
WITH 100% ATTENDANCE!**

Class:	Last Week: %	This Week: %
Willow	99	98
Maple	95	94
Birch	99	96
Oak	96	96
EYFS	99	98
Year 1	97	88
Year 2	94	99
Year 3	100	100
Year 4	97	92
Year 5	100	98
Year 6	93	95

**School Overall  
(this year):  
95%**

**National Average:  
94.9%**

# What Parents & Educators Need to Know about WORRY AND ANXIETY

Worry and anxiety are common emotions experienced by children, often triggered by uncertainty or fear. While worry involves concern about future events, anxiety is a persistent feeling of dread or apprehension. Current statistics indicate a rising prevalence of anxiety disorders among children, and this guide has some expert advice on understanding and addressing these concerns.

## UNDERSTANDING WORRY AND ANXIETY

Worry and anxiety are emotional responses to stress or uncertainty. Worry is typically associated with potential misfortune, while anxiety is characterised by feelings of fear, apprehension or unease. Both can manifest physically through symptoms such as restlessness, fatigue or muscle tension. Understanding the distinction between worry and anxiety is crucial for effectively addressing these concerns in children.



## DIFFERENTIATING WORRY FROM ANXIETY

While worry and anxiety share similarities – in that they both involve concerns about possible trouble – anxiety tends to be more constant and overwhelming. Worry may come and go depending on circumstances, whereas anxiety can linger regardless of the situation. It's essential to recognise when the former crosses into the latter, as anxiety can significantly impact a child's daily functioning and wellbeing.



## WHAT ARE THE RISKS?

### LONG-TERM CONSEQUENCES

Untreated worry and anxiety in childhood can have potentially lifelong impacts on a person's mental health and wellbeing. Chronic anxiety may increase the risk of developing anxiety disorders, depression or other mental health conditions later in life. Additionally, unresolved worry and anxiety can negatively impact self-esteem, confidence and overall resilience. It's essential to address these concerns proactively and provide appropriate support and intervention.



### THE IMPACT ON CHILDREN

Excessive worry and anxiety can have profound effects on children's mental and emotional health. It may interfere with their ability to concentrate, sleep or participate in daily activities. Chronic worry and anxiety can also lead to physical symptoms such as headaches, stomach aches or difficulty breathing. Left unchecked, these concerns can escalate and potentially contribute to the development of anxiety disorders later in life.



### THE EMOTIONAL TOLL

The emotional impact of worry and anxiety on children can be significant, affecting their overall quality of life and wellbeing. Children experiencing chronic worry or anxiety may feel overwhelmed, irritable or helpless. They may also withdraw from social activities or avoid situations that trigger their anxiety, leading to feelings of isolation or loneliness. Addressing these concerns early can help prevent long-term emotional distress and promote healthy coping strategies.



### ACADEMIC & SOCIAL IMPACTS

Impacts on the academic performance and social interactions of children and young people are very possible. Frequent worry or anxiety may impair concentration, memory and problem-solving skills, making it difficult for children to succeed in education. Anxiety can also hinder social development by causing children and young people to avoid social situations or to struggle with communication and interpersonal relationships, potentially leading to feelings of isolation or exclusion.



## Advice for Parents & Educators

### ENCOURAGE OPEN COMMUNICATION

Parents and educators can foster a supportive environment by encouraging children to express their worries and anxieties openly. Actively listening and acknowledging young people's emotions can help them feel understood and supported, reducing the situation's intensity. Creating opportunities for regular check-ins and discussions about one's feelings can promote healthy coping strategies and strengthen communication bonds.



### CREATE A SUPPORTIVE ENVIRONMENT

Parents and educators play a crucial role in creating a supportive environment that promotes emotional wellbeing. Establishing routines, providing predictability and offering reassurance can help relieve anxiety and create a sense of security for children. Foster a culture of empathy and understanding, where children feel safe enough to express their emotions and seek support when needed.



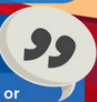
### TEACH COPING STRATEGIES

Empowering children with effective coping strategies is essential for managing worry and anxiety. Encourage the use of relaxation techniques such as deep breathing, mindfulness or progressive muscle relaxation to calm anxious thoughts and promote a sense of composure. Additionally, teaching positive self-talk and problem-solving skills can help children develop resilience and confidence in managing challenging situations.



### SEEK PROFESSIONAL HELP

Recognising when to seek professional help is vital for addressing significant or persistent worry and anxiety in children. If worry or anxiety significantly impacts a child's daily functioning, interferes with their relationships or academic performance, or causes significant distress, it may be necessary to consult with a mental health practitioner. Early intervention can prevent long-term consequences and promote positive outcomes for children's psychological wellbeing.



### 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, which collaborates with schools on improving their mental health provisions.

