

Abacus Primary School



Newsletter 556 31 / 1 / 25



Well done to our Young Leaders who were presented with their Dementia Champion badges in club on Tuesday afternoon. As Dementia Champions we have been working on a number of ideas to enhance our partnership. One of these includes a cake and cookie sale on Tuesday 11th February 2025 straight after school. All the proceeds will be split between buying a range

of picture books for the lounges at Silvana Court and also money towards setting up a Sensory Room at the home. Keep an eye out on our Facebook page next week, where they will be uploading a video all about it.

We'd really appreciate any donations of cakes or cookies (please include ingredients) and bring into school on Monday 10th February 2025.

Do you or someone you know work in a supermarket or bakers who might donate to this event?



Next week we will be on WEEK 1



WEEK 1





Dementia Champions



PIC·COLLAGE





On Friday the 14th February 2025 our school is closed for staff training and we have a British Gymnastics National Tutor coming in to deliver practical sessions to model supporting children in PE lessons.

To make this as realistic as possible we would like some children to come into school to enable our staff to have 'hands on' experience. Children do not need to have any gymnastics training just a willingness to have a go.

There is a morning session from 9.15am to 11.30am and then afternoon from 1 to 3.15pm.

If your child would like to take part please could you send a text in to school with the following:

Gym session AM or PM and your child's name and class.

Texts should be sent in by Friday 7th February 2025 and selected children will be notified the following week.

If you need any further information, please speak to Miss Dooley in Silver Class.

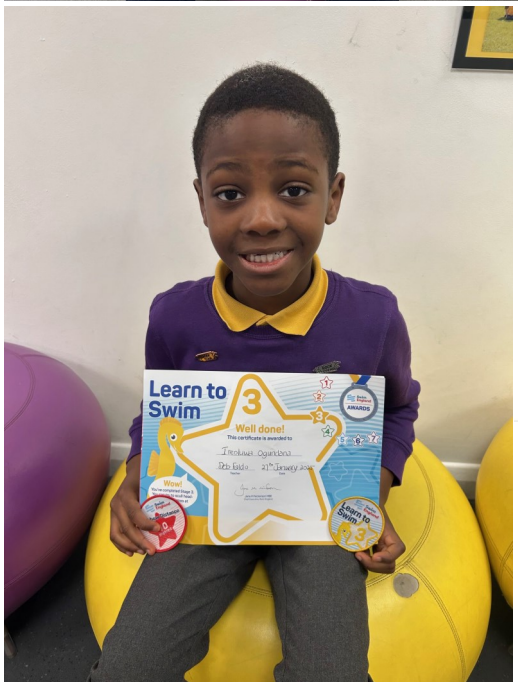
Please make sure you keep an eye on our website: <https://www.abacusprimaryschool.co.uk/> to make sure you don't miss out on any of our events.



Book Look 12/2/25 from 3.15 to 4.15pm, this is an opportunity for you to come in and look through your children's books.



LET'S CELEBRATE!



Well done to Jaxon, Kiri, Charlie and Ire for their amazing achievements outside of school this week.

House Points

			
St George's Day	St David's Day	Happy St Patrick's Day	St Andrew's Day
2745	1888	2662	2675

Well DONE!



Cross Country Results

We have now received the results from the Wickford Cross Country Competition and there were some amazing and team and individual results with 20 children qualifying to represent our area in the partnership final as part of the School Games national initiative.

Our year 3 girls all qualified as individuals whilst our Year 3 boy's team finished in first place as a team.

In Year 4 the boy's team finished in first place overall meaning they just missed out but we had an individual winner who has qualified.

Year 5 boy's team also finished in 1st place overall and our individual girl qualified too.

Year 6 boys team came 2nd and have qualified whilst our girl's team just missed out finishing 3rd.

These are amazing results and each child should be proud of their performance. Good luck to all the finalists in the next round on the 11th March 2025.





Next week is children's Mental Health week and Mrs Smith and Mrs Ferrari have been busy planning a number of activities for children to take part in throughout the week. The focus for this years week is know Yourself, Grow Yourself in partnership with Here4You, supported by The Walt Disney Company and the Inside Out 2 characters.

[On Friday 7th February 2025](#) we will be holding a 'know yourself, grow yourself' day where we invite children to dress in a way that tells us something about them (or if you don't want to take part then please wear school uniform as usual). This could be their favourite colour, outfit, what you want to be when you are older, your hobby or culture and the list could go on.

be awesome

ENJOY

IT'S OKAY
NOT TO
BE OKAY

think POSITIVE

Mental HEALTH

BE HAPPY

You matter

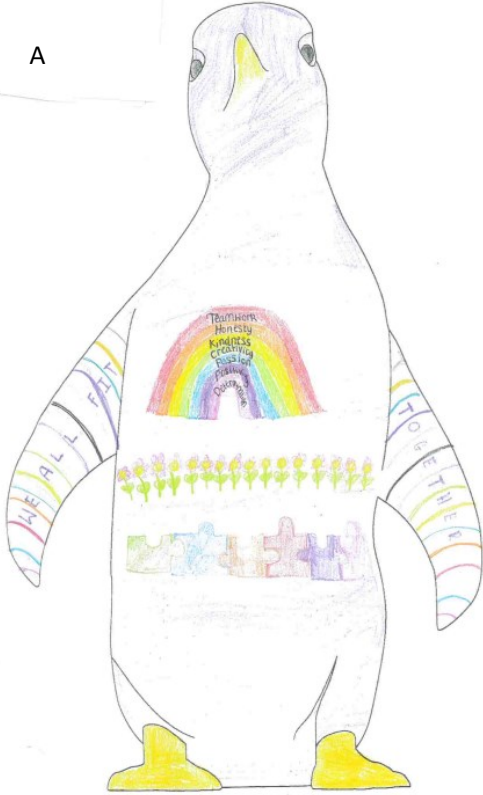
YOU ARE
enough

it's GLOW TIME

Waddle ON-SEA



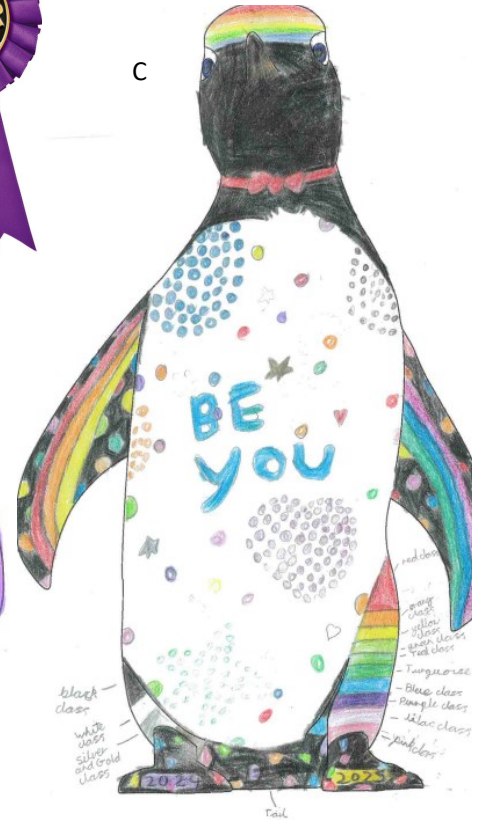
A



B



C

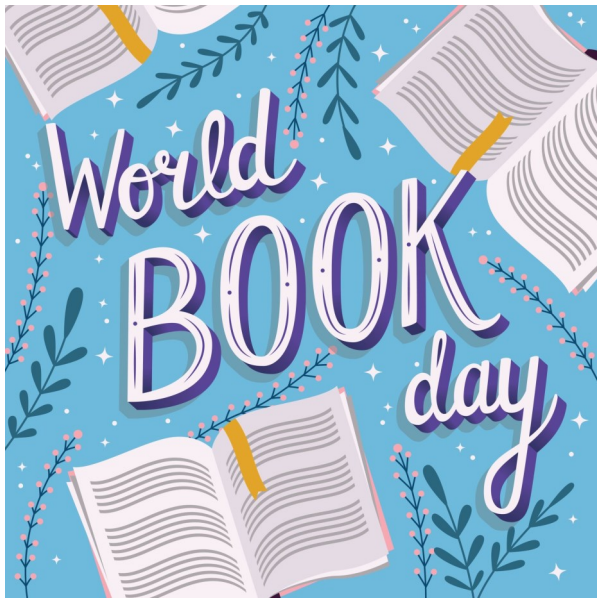


A huge well done to everyone who entered our Waddle on Sea design competition. What a creative school we have.

This week classes have been voting on the final three designs and in our whole school assembly this morning I had the pleasure of announcing the winning design. Well done to Sophie Trendall who created Design B. Over the next week she will be working on a more detailed design, which will be sent to Haven's Hospice for approval, I cannot wait to share this with you.

Sophie's story behind her design: ***I have created this design to highlight the love and togetherness which was shared about the hospice. The Abacus logo is central to my design to show the school community. On the back I would like every member of the school to be part of this design, by placing their fingerprint on the back using mood colours e.g. purple, blue, lilac, mauve and light blue.***

Well done to Anais Franklin who designed Penguin A and Nadia... who designed Penguin C.



Thursday 6th March 2025

This year to celebrate World Book Day, we are inviting children to come to school dressed as **their favourite Roald Dahl book character**. There are a wealth of characters from his books to choose from. Please do not feel you need to go and buy and outfit this can be made by using normal clothes e.g. Danny the Champion of the World, George's Marvellous Medicine, Please remember this is not compulsory

and if children do not want to dress up then they can come to school in their school uniform.

To support this event FAPS will be selling 'Abacus Bars' ... more details to follow.



ABACUS BAR

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 a secondment one day a week for Minds Ahead, an organisation that supports schools in improving their mental health provision.



#WakeUpWednesday

The National College

Below is a Neurodivergence Focus on Literacy Difficulties (Dyslexia)

Strengths associated with Dyslexia

Can be very creative and good at practical tasks.

Strong visual thinking skills such as being able to visualise a structure from plans.

Good verbal skills and social interaction.

Good at problem solving, thinking outside the box, seeing 'the whole picture'.



Difficulties associated with Dyslexia

Problems with reading, taking notes, remembering numbers, names and details.

Difficulty with time keeping, organising work or managing projects.

Difficulties with spelling and writing.

Short-term memory problems and sequencing difficulties such as following instructions or directions.



It is important to remember that everyone with dyslexia is different and that they will not necessarily experience all of the things above. Everyone has different strengths, difficulties and strategies that work for them.

Famous successes.



Dyslexia is...

- ✓ **A brain-based issue** that makes it hard to learn to read accurately and fluently.
- ✓ **A lifelong condition.** Kids don't outgrow dyslexia, but with the right support, key skills can improve.
- ✓ **A common learning issue.** Many successful people have it, and researchers have been studying it for over a century.

Dyslexia is not...

- ✗ **A problem of intelligence.** Kids with dyslexia are just as smart as their peers.
- ✗ **A problem of vision.** The core issue involves understanding how the sounds in words are represented by letters.
- ✗ **A problem of laziness.** Kids with dyslexia are already trying hard. They need more help to make progress.



"There are different types of intelligence and everyone has the ability to be brilliant."

Jamie Oliver
Chef, restaurateur and cookbook author
#MadeByDyslexia

For More Information



<https://www.bdadyslexia.org.uk/>

<https://www.dyslexia.uk.net/dyslexia-in-children/>

<https://www.nhs.uk/conditions/dyslexia/>

<https://www.thebraincharity.org.uk/condition/dyslexia/>

<https://schools.essex.gov.uk/pupils/SEND/Documents/Literacy%20Difficulties%20FAQs%20-%20Information%20for%20Essex%20Parents%20Nov%202020%20-%20both%20logos.pdf#search=dyslexia>