

15.01.25
Netball Club
3:30-4:30

16.01.25
Kestrel swim-
ming

21.01.25
02 Young
voices

Miers Court

Matters

ISSUE 12

10.01.25

Note from Mrs Fordyce

WELCOME back to what promises to be a very exciting Term 3 !! As you will see from the year group information we have started the year with a BANG in each class. We have decided that each new term will start with an exciting and engaging first learning opportunity to introduce the curriculum topic for the term and these wow moments have proved to be very exciting for all concerned !! The term has started with some very chilly weather so please ensure the children have clothing that keeps them warm as they will still be going out to play (hopefully one day in the snow). On that note, if we do have very heavy snowfall, we will update you as early as possible as to the whether the school is open or closed or whether we have a flexible start so that children and staff arrive at 10am. This way we keep our community as safe and warm as possible.

The start of the year brings a time for resolutions and as a school we are having a whole school focus on improving our handwriting and presentation, if you could help us with this by encouraging your children to write neatly at all times this would be very much appreciated ! Have a lovely weekend, we will look forward to seeing you on Monday

Attendance – Well done Bumblebee (year r) for achieving 96.8%, Nightingale Class (year 2) for achieving 96.5% and Flamingo Class(year 4) for achieving 96.3%. These classes are this week's top attenders!

Celebration

Congratulations to David and Evelyn in year 2, Charlotte and Joseph in year 4 for earning 25 Dojo points

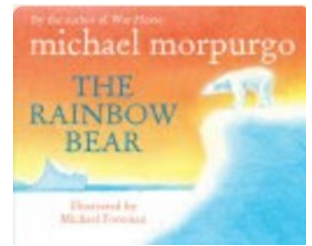
**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**



Book Talk

Year 2 Book Talk

In Year 2 we have started reading 'Rainbow Bear' by Michael Morpurgo.



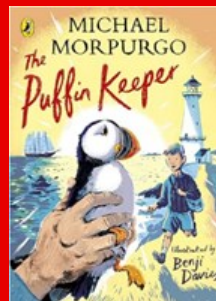
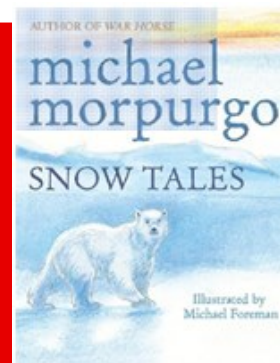
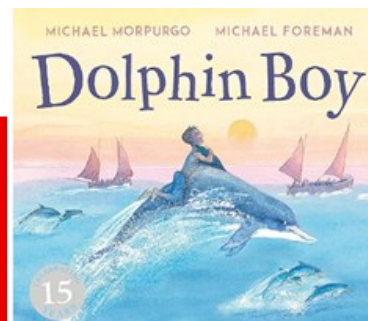
The polar bear is bored of his white environment and his hard life. He dreams of soaking himself in all the luminous colours of the rainbow. But when his wish is granted, he realises to his cost that his arctic camouflage no longer works and he needs the advice of others to escape his prism...

A moving tale of hopes and dreams from an award-winning picture book team. The lyrical text is complemented by beautiful watercolours in which the joy and pain of the Rainbow Bear sing out.

Summer says: *The bear is rainbow and I like the pictures.*

Robyn says: I like the fact he is so colourful! I think he might get caught but then he will get free again.

If you like this book then you might enjoy other stories by Michael Morpurgo including:



Quote of the week

“A problem is only a problem when viewed as a problem”

Robin Sharma

Safeguarding Corner

As a reminder, our Designated Safeguarding Lead is Mrs L Fordyce. Our Deputy Designated Safeguarding Leads are; Ms Munns, Miss Collings, Mrs Doherty, Miss Bradley and Mrs Kavanagh. If you have any safeguarding concerns, do not hesitate to get in contact.

THAT Staff
Worn by all THAT Staff (unless wearing a purple safeguarding lanyard)

Visitor (DBS)
This visitor is DBS checked and may walk about the site unaccompanied.

Visitor (No DBS)
This visitor must be escorted by staff if moving around the site.

Trained Designated Safeguarding Lead
Talk to them if you have any safeguarding concerns.

What Our Lanyards Mean

Core Values: Inclusivity, Dignity, Respect & Ambition

10 Top Tips for Parents and Educators SUPPORTING CHILDREN TO RETURN TO ROUTINE

Most of us look forward to the school holidays as an opportunity to slow down and relax, stay up later, sleep in and generally approach life in a more leisurely fashion. However, this does mean that returning to normal school-day routines can feel like an uphill battle. Here are some practical tips to ease that transition, reduce stress and set children up for success.

- 1 START SMALL AND EARLY**
Begin reintroducing elements of the school routine at least a few days before term starts. Gradually adjust bedtime, wake-up times and mealtimes to be more in line with school-day rhythms. Small changes can make a big difference in avoiding last-minute panic and helping children to re-adjust smoothly.
- 2 REVISIT THE SCHEDULE**
Involve your child in mapping out their daily routine so they understand what's going to change. Visual cues like charts or calendars can help ageing to that schedule feel more engaging. When children understand and anticipate their personal timetable, they feel more secure and in control.
- 3 CREATE A SLEEP PLAN**
Sleep can present one of the biggest challenges as children can sometimes become night owls, prone to staying up late during the holidays. Limit screen time before bed and encourage winding down activities like reading or listening to calming music. A restful night's sleep improves focus, mood and overall wellbeing, making mornings much smoother.
- 4 ENCOURAGE FRIENDSHIPS**
Help your child to reconnect with school friends by organizing playdates, catch-ups or arranging to go after-school clubs. Re-establishing social bonds can make the return to school more exciting and less intimidating, allowing youngsters to focus on the positive aspects of the new term.
- 5 GRANT RESPONSIBILITY**
Give children control over some aspects of the morning routine. Maybe they could be in charge of setting everyone up, laying breakfast or choosing the radio station that everyone listens to while getting ready. Something that gives them a sense of ownership over their morning schedule can help them view the task as one they've chosen to do, rather than being told to do it.
- 6 FOCUS ON NUTRITION**
Make sure children are receiving balanced meals (with regular healthy snacks) to boost energy and concentration, putting them in the best possible state to return to education. A nutritious breakfast is particularly crucial for a positive start to the day. Involve children in meal planning to make it enjoyable and collaborative.
- 7 COMMUNICATE OPENLY**
Talk with your child about how they're feeling about returning to school, whether they're excited, nervous or a mix of both. Validating their emotions helps them feel supported and understood. Try talking them about the things they're looking forward to at school, such as seeing their friends again. Focusing on the positives can be useful for children struggling with change.
- 8 RECONNECT WITH LEARNING**
Ease children back into a learning mindset by incorporating fun, educational activities into their normal life, including favourite books, playing games that involve maths or discussing an interesting topic. Children reawaken their focus and prime their minds to learn, which can have helpful impacts on their academic performance.
- 9 PREP TOGETHER**
Turn preparation into a shared activity, to shoulder the responsibility together and provide support where needed. Pack school bags, lay out uniforms and plan lunch the night before. This not only reduces some morning stress but also gives children a sense of ownership over being ready for school.
- 10 BE PATIENT AND FLEXIBLE**
Transitions take time, and every child adjusts differently, so, it's important to stay calm and supportive, especially if they're nervous or otherwise to the change in their daily life. Be ready to make small adjustments and work with the child to make the return to education as easy as possible for them. Patience can go a long way to setting a positive tone for the new school year.

Meet Our Expert
Becky Dawson is an education expert with a focus on mental health and wellbeing. Passionate about empowering adults who spend time with and care for young people, Becky specialises in creating practical strategies that promote wellbeing and resilience in children during life's transitions.

#WakeUpWednesday The National College

Source: See full reference list on guide page at: <https://thenationalcollege.com/guides/supporting-children-to-return-to-routine>

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Term 3 Engage activities

We are constantly reviewing and enhancing our curriculum offer and have decided to try a slightly new approach. Each term will start with an engage activity, a hook to pull the children into the new learning and create curiosity and enthusiasm.

The next stage is the develop stage where children will build on their learning.

Then their learning will move into the innovate stage as they begin to use and apply their new learning.

The final stage is the express stage where children will share their learning in a range of forms. There will be times when parents will be invited into school to join in with these activities—we will be sure to let you know with plenty of notice.

You will see some examples of engage activities in MCM this week.

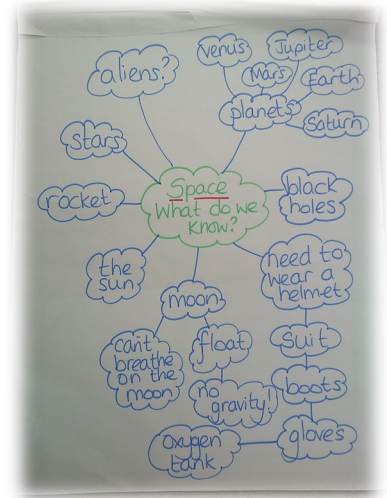
EYFS Engage Activity



To kick start our theme for the term 'What will I be?' the EYFS staff dressed up as people from different types of occupations. We had an astronaut, hair dresser, DJ, vet and chef! This term the children will be learning about lots of different types of jobs. They have shown a great interest in the role of a chocolatier this week, so next

Year 1 Engage Activity

Guess what happened to year 1 on Tuesday? We met some aliens!! They invited us to go on a trip to space! We were so excited as we put on our spacesuit, our boots, gloves, oxygen pack and helmet. It felt so heavy! Next we got into our rocket. It was small and tight but we felt safer with our seat belt on. We loved doing the count-down to launch 5....4...3....2....1.... blast off! We flew around our solar system and visited each planet. It was amazing to see. We made ourselves small and round like Mercury. We spotted Venus with our telescopes which we made from our hands. We looked for martians on Mars and waved as we flew by. We found out that Jupiter has a giant storm that never ends and it threw us all around. We spotted Saturn and we recreated it and its ring with our friends. Uranus is the coldest planet and we felt frozen and shivered and shook. We blew a strong wind with our mouths as we visited Neptune. Finally we flew back to Earth and thankfully had a smooth landing! We thought about all the things we know about space and then we drew what we think an alien looks like. Phew! What an adventure!



Year 2 Engage Activity

Where is home?

In Year 2 this term our theme is 'Where do I call home?' which will see us explore habitats, micro-habitats, adaptation and The Antarctica. On Tuesday morning we were greeted with a very surprising set of snowy looking footprints which had trailed there way from Nightingales classroom, out onto the playground and into Robins classroom! Who would leave such prints...and why? We had a lot of buzz and discussion amongst the classes before we also spotted that a note had been left on the door saying, 'Help! I can't find my home!' This further magnified the mystery and we started to come up with various suggestions and hypotheses.

David thought that, ***"Maybe someone brought a white tiger in.... there are footprints outside too!"***

We decided that the footprints were quite large, too large for a dog or a fox, and they were also covered in snow.

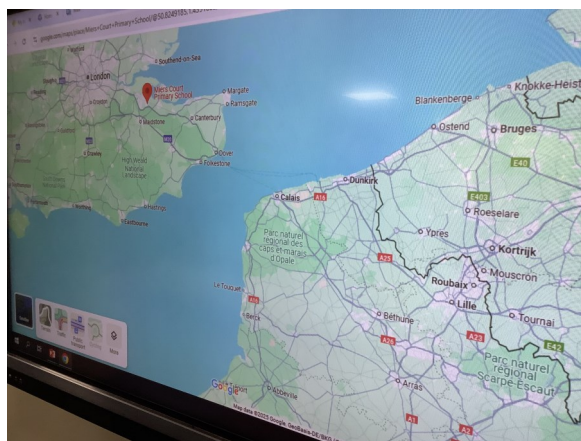
Riley suggested that ***"Maybe a polar bear got lost!"***

Jamie further built on this to suggest that, ***"Maybe a mum polar bear was trying to get some food for her baby and she got lost on the way as she did so!"***



Year 4 Engage Activity

This week there was an 'incident' in the Happy Garden! Sadly, rubbish was strewn all over the place! Being responsible children, and using our togetherness values, we picked it all up and recycled it properly. We then thought about what harm the rubbish would do if it travelled elsewhere. We used Google maps and atlases to look at our local water sources and how far the rubbish may have travelled and what impact it may have had.



Year 5 Engage Activity

Litter – how does it make you feel?

Some comments from some of the children:

“It makes me feel sad because people could be caring for our world – including our sea creatures.” **Sofia**

“It makes me feel irritated and dissatisfied because people have been littering carelessly.” **Khaleed**

“It makes me feel upset because, if the animals in the world eat a piece of plastic they would choke ... they might become extinct.” **Josie**

“It makes me feel disappointed because people don’t know litter could kill wildlife.” **Oliver**

“Litter makes me feel angry because animals could lose their lives and their family’s, too”. **Eric**

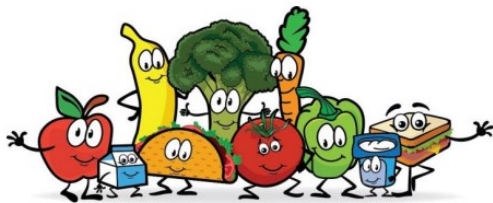
“It makes me feel sad because it’s hurting the Earth and endangering animals.” **Flo Y**



Battery Recycling – This week we have **554** batteries!! Fantastic total, thank you. We submit our total to the Duracell website each week.

We also collect empty, clean bread wrappers and used ink cartridges (domestic only, please), which we give to Gillingham Street Angels, who receive a small amount of money for them. This money is used to help fund the projects that they run, for example, the soup kitchen and food bank.

Meal Balance reminder – Please can we remind you to keep an eye on your child's meal account, and top up when needed. Thankyou. Please remember that, if your circumstances change, you child may be eligible for Free School Meal Support. You can apply on line for this and we are always happy to help if you are finding it a little tricky. The link will take you to the application page and you will get a decision really quickly. https://www.medway.gov.uk/info/200164/school_information/354/free_school_meals



Dates for your diary

21.01.25—02 Young Voices

07.02.25—NSPCC Number dress down day

14.02.25—Last Day of term

24.02.25— Children back to school

Stay connected

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Email: office@mcps.school

School website: <http://mierscourt-that.org.uk>

Facebook: www.facebook.com/mierscourthat/

Instagram: www.instagram.com/mierscourthat/