

Friday 8th March 2024

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APPRECIATION ❤️ BELONGING ❤️ COMPASSION

The kingdom of Heaven is like treasure hidden in a field

WORLD BOOK DAY

What a great day the children (and staff) have enjoyed for World Book Day! There have been some fantastic costumes and cosy pyjamas and the day was filled with all things book related, starting with a parade on the playground. Each class learnt a poem which they performed in Celebration Worship today, and every class decorated their door to reflect their poem. Miss Vittle and Mrs Howling judged all the doors today, which was incredibly hard as they were all brilliant! After a lot of consideration and walking up and down, they made their final decision.

Congratulations go to **HONEYCOMB CLASS** for their door depicting the poem 'Don't Do That'. All the doors are on our website along with lots of photos of the children in their costumes. Do take a look!



*The winning door entry of the poem 'Don't Do That', by **HONEYCOMB CLASS!***

FLORENCE NIGHTINGALE EXPERIENCE



On Wednesday, Year 1 and 2 visited the Florence Nightingale Experience at Royal Victoria Country Park, as part of this half term's



topic on Nurturing Nurses. Thank you to **Mrs Armstrong, Mrs Allen, Mr West, Mrs Budd, Mrs Bance and Mrs Chivers** who accompanied the children on the trip. There are lots of photos on our website, please take a look!

Henry R said it was interesting to find out about the changes to the hospital.

George R found out there was a swimming pool to help the patients recovery

Ella-Rose said she liked learning about how much Florence Nightingale did to help the patients.

Poppy & Ruby liked everything about the trip!

POOL UPDATE

After the overwhelmingly positive responses to the questionnaire, Tadpoles have kicked off pool fundraising in earnest!

So far:

- **£4,500 pledged in corporate sponsorship**
- **£2,500 from 3 generous parent pledges**
- **£1,430 on Go Fund Me**

£12,000 is needed in the next 2 weeks to get the pool open for our swim season opening in May this year. If we don't raise £12,000 in time to pay for the air source heat pump, funds will be held over to 2025 while fundraising continues. If we are unable to reach the target by 2025, our pool will close and funds raised channelled to further other objectives of FROGS in support of the school. Many thanks for your support.

CONGRATULATIONS!

Ayanna NC and Felix M have been taking part in Hampshire Music Service **Vocal Ambassadors** scheme. They have attended training sessions throughout the year where they have learnt how to teach a simple song and how to lead singing activities with their class. They also performed at The Anvil Theatre on Wednesday, along with other Vocal Ambassadors from our region. They had an amazing experience and really enjoyed the opportunity to perform in front of a large audience made up of family and friends. We are very proud of them both and look forward to showcasing their amazing singing skills.



FUNDRAISING FOR CALVERT EXMOOR

Our very own Miss Richards is running the London Marathon this year, to raise money for Calvert Exmoor. This amazing charity help to raise vital funds so that people with disabilities can enjoy accessible adventures and feel the thrill of outdoor adventure. Miss Richards has seen first hand the difference this charity can make to a child. Her target fundraising is £1500. If you would like to make a donation please visit her Just Giving Page:

[MILLY RICHARDS CALVERT EXMOOR JUST GIVING PAGE](#)

All donations make a difference no matter whether they are big or small. Thank you for your support.



HONEYCOMB BOOKS AND BAKES!



Honeycomb Class raised a brilliant **£227.25** on World Book Day with their Bakes and Books sale, along with some impressive home baked organic sourdough loaves which flew off the shelf. Big thanks to all of our bakers who delivered some impressive and delicious cakes and to Superworm who stepped in at the last minute!



TRACTOR EXCITEMENT FOR BUMBLEBEE

CLASS!

This week, as part of their history topic, our youngest children have been learning about how farming equipment has changed in our area over the years. This will then lead into how food is grown! They had a very exciting visit from a huge tractor! They all sat in



the driving seat and then had a really good look around the tractor—including underneath it! The wheels were even bigger than them!

They had a brilliant experience, thanks to **Laura Silk** who arranged it. There are some lovely photos on our website, do take a look.



PARENTS EVENING

**WEDNESDAY 13TH & THURSDAY 14TH MARCH
3.30PM TO 6.30PM**

A reminder that parent evening self scheduling closes on **Sunday at 11pm**. If you have not made an appointment by this time you will need to call the school office and see which slots are left. Parent appointments can be in person, here at school, or via Teams. If you would like a Teams call, please let us know in the notes section what email address you would like the invite sending to. You can also leave any messages here for the teacher if there is something you would particularly like to discuss.

For children in **Key Stage 1** (Yrs R, 1 and 2) your appointment will be with your child's class teacher.

For children in **Key Stage 2** (Yrs 3, 4, 5 & 6) you will see the teacher who teaches them for English, Maths and Science.

**Year 3 – Miss Richards
Year 5 – Mrs Chattell**

**Year 4 – Mrs Gaunt
Year 6 – Mrs Noott**

BEE RECOGNISED

In our Bee Book and in Celebration Worship this week the following children were recognised:

Bumblebees: **Dee Dee N** for making brilliant progress in reading and writing this half term. Keep up the great learning!

Archie C for excellent focus in maths this week when exploring ways to make the number seven. Well done!

Honey Bees: **Marli LM** for writing a fantastic poem about the dark. You used verbs, adjectives and prepositions and even made the poem rhyme!

Wilfred W for making fantastic contributions during our Florence Nightingale workshop on our class trip. You asked great questions and shared your knowledge brilliantly.

Carpenter Bees: **Oliver Bo** for bee-ing super positive about his learning this week. You have been such a superstar, especially with your engagement and enthusiasm on our trip and bee-ing able to find all the I-Spy artefacts. You have also been following our school rules Ready, Respectful, Safe, during all playtimes and it has been lovely to see you doing this with a smile on your face!

April H for bee-ing another superstar within our classroom. Your attitude to learning this week has been brilliant, you are always putting your hand up and sharing great contributions to class discussions and pushing yourself into your challenge zone for learning. Keep up the hard work!

Year 3: **Marcus K** for fantastic independent English this week. He was able to use the sentence builders to make sentences before purple penning to make sure they had capital letters. Brilliant job!

Etta B, Fin RW and William M for some fabulous editing. Miss Richards was so impressed with the way they took on each challenge, made improvements and even helped others as well.

Year 4: **Olivia Y** for excellent learning in English this week, writing a clear and well balanced opinion piece. She was also a great partner in our orienteering lesson working systematically through the clues.

Elijah M & Will H for fantastic maths work this week in our new topic on fractions. They have developed their recording skills so well, investigating and checking their thinking with written methods. Brilliant work, boys.

Beekeepers: **Olivia W & Lucy W** for their brilliant lettering on our Book Day door. It was incredibly intricate and they both showed real resilience and perseverance when writing it out.

Annabel G for bee-ing such a fantastic help yesterday afternoon, she single handedly washed up all of the art equipment!

Sylvi G for the amazing art work depicting the Northern Lights in chalk. She showed great skill and attention to detail to produce a very realistic piece of art!

This week's theme in Worship has been the Parable of the Hidden Treasure and the Pearl. We considered what qualities a king or queen might need to be able to exercise their powers and responsibilities to their kingdom and that a King or Queen should rule with goodness and fairness. Just as a King or Queen needs to be fair, loyal and brave, God helps us all to be the same. To have open hearts and minds in what we learn, to find new treasures and remember the old treasures that we already have.

KIDS CHURCH

Every Sunday at 10am

Don't forget all families are welcome to our services every Sunday at 10am at St Peter's Ropley. We have children's church in these services, where the kids go with their leaders to the coffee rooms for fun activities! Just turn up at church where you will be warmly welcomed. We also have Cafe Church on the first 1st Sunday of the month at 10am, which is an informal and fun service with discussion and coffee.

INCLUSION HUB

This week we discussed attention needing behaviours and how parents and caregivers can meet the need for connection in a positive and intentional way. Please see the document on page 4 for more information and ideas on connection meeting activities. The next Inclusion Hub will be on **Wednesday 17th April** (note the date change) and we will be discussing Sensory needs and active ways to support a balanced sensory 'diet' of activities.



2ND HAND UNIFORM SALE

Wednesday 20th March, 3.15pm

Come and have a rummage! Lots of good quality, pre-loved uniform items for just £1! Please bring small change with you.



Hugo C
Gwen B
Eva McC

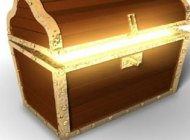
Freddie J
Rory C

Thank you to **Cecily W** for the fabulous books she has donated to the library from her home library. Mrs Howling will put stickers in the front with her name!

If you would like to donate a book, or something else, for your child's birthday, the link to our wishlist is:

<https://amzn.eu/bXvpSme>

Hidden Treasure



Christians believe that the man in the story sold everything that he owned so that he would have enough money to buy the field and get to the hidden treasure.

That treasure was worth everything to him! Jesus is teaching us that being with God and being in His Kingdom is worth everything that we have! God is the real treasure!



SPRING TERM 2

Sun 10th March

Kids Church - Every Sunday at 10am

The children will meet in St Peter's and then go to the Coffee Room for Kid's church before returning to the church at the end.

Tue 12th March

Listen2Me Concert to Carpenter Bee Parents, 11am

Wed 13th March

Parents Evening 3.30pm-6.30pm - *Bookings made via the Arbor*

App. Self Scheduling opens on Thursday 29th February at 8am and closes on Sunday 10th March at 10pm

Thur 14th March

Parents Evening 3.30pm-6.30pm

Fri 15th March

Comic Relief Day - *children may wear something red along with their usual school uniform for a donation of £1 or whatever you can afford*

Wed 20th March

2nd Hand Uniform Sale, 3.15pm. Bring small change please!

Full Governing Body Meeting

Tue 26th March

Dramabeasts Performance to Parents and children, 2.30pm

Thur 28th March

Year 3 Easter Performance to Parents at St Peter's, 9.30am

Open Afternoon for parents to view children's books, 2pm **with refreshments and an Easter Event run by FROGs**

Thur 28th March

Miss Vittle's Last Day

Break for Easter

SUMMER TERM 1

Mon 15th April

Return to School Summer 1

Wed 17th April

Inclusion Hub Meeting, 8.45am

Tues 7th May

Yr R Summer born - School Nurse - Height, Weight and Vision

Wed 22nd May

Year 4 & 5 Dress Rehearsal

Thur 23rd May

Founders Day

Year 4 & 5 Performance, 6.15pm

Fri 24th May

INSET Day

Break for Half Term

SUMMER TERM 2

Mon 3rd June

Return to School Summer 2

Mon 3rd June

Bikeability for Year 6

Tues 4th June

Bikeability for Year 6

Wed 19th June

New Year R Parents Meeting, 6pm

Tues 25th June

Move On Morning No 1

Fri 28th June

Sports Day, 2pm

Wed 3rd July

Move On Morning No 2

Tues 9th July

Move On Morning No 3 (New Yr R)

Wed 10th July

Year 6 Leavers Performance (TBC)

Fri 12th July

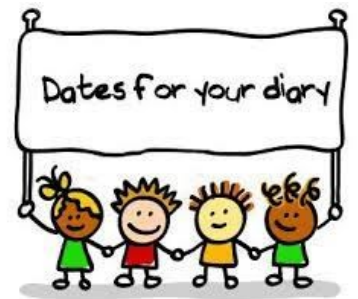
Thank You Tea Party, 2pm

Fri 19th July

Year 6 Leavers Service, St Peters, 9.30am

Tue 23rd July

Break for Summer





Connection needing behaviours

Attention and connection with others are a basic human need. Children don't generally have the language to communicate their need for connection and attention, so they communicate in behaviours and they aren't always appropriate. When a caregiver realizes that these **behaviours are just a child's way of communicating their need to be seen and heard**, it can change the perspective, allow for greater understanding and creates space for those needs to be met. When you can **re-label attention seeking behaviours as connection seeking**, caregivers are better able to handle the behaviours more positively.

When children desire connection but act out in attention seeking behaviours, how can a caregiver meet the need and **limit the unwanted behaviours**? Check out these three ways to meet your child's need for connection:

Make time to be together: If this sounds simplistic, it's because it is. Often, we overcomplicate how to interact with our children. **It doesn't need to be extravagant** or involve hours of playing together. There are many other ways to give your child the connection they need – see list at the bottom for ideas.

Give your child spontaneous attention: Give it freely and **intentionally**. Don't make them beg you for it. Try giving more than you think they need and see if you notice a **reduction in unwanted behaviours**. This kind of attention can be many random interactions; **quick hugs, pats on the head, high fives, eye contact, or a snuggle on the couch**. Think about what the world is like for your child, look at it through their lens. Why might they be needing to connect? How can you meet that need?

Notice the good: It's easy to notice when our children act out with unwanted behaviours and it is those behaviours that are most often addressed. However, if a child is seeking connection and they only get attention when they are doing what we don't want them to, it is likely we will get more of that. Children will seek any attention, whether it be negative or positive, as long as they are being seen/heard. **Catch your child using appropriate ways to ask for connection and praise them for it!** Praise should outweigh nagging/'telling off', if children hear more negative than positives then they seek connection in less helpful ways. When your child tells a funny story, makes silly faces, hugs you or wants to sit near you, they are **appropriately trying to connect and get your attention**. Try to be present in these moments and it will encourage them to use this type of behaviour for connection in the future.

Remember, children engage in attention seeking behaviours **because they need connection to develop, grow and thrive**. Most of the attention seeking behaviour children display is **developmentally normal**. Parents often refer to unhelpful behaviours by explaining "my child is acting out" or "they are just looking for attention." **Thinking**

of attention seeking as connection seeking can completely change your perspective and in turn, strengthen the relationship you have with your child!

Connection meeting activities

Create time in your evening for each child to get some quality connection time, make it manageable, short but intentional. Making this time uninterrupted- no phones, eye contact if appropriate, 1:1 if possible.

Short – intentional – uninterrupted!

Here are some examples for connection meeting activities:

- watching an appropriate show of their choice with them – point out / comment on funny parts or bits that you enjoy
- reading books together, reading is not just for bedtime and it's not just for younger children – read a chapter of a book that your child loves.
- colouring / drawing
- painting
- cooking or baking together
- Checking in with them / having a chat and simply asking them a question while they are playing independently.
- Engaging with a video game they like to play – ask questions about it and get them to explain how it works, pay interest in their interests
- Being engaged simply means being there and letting your children know that you notice them.
- Playing a card game or a board game such as Uno, snap, happy families, snakes and ladders etc.
- Sing a song / having a kitchen disco
- Talking about 2 things they enjoyed in their day and 2 things you enjoyed in yours
- Eating a meal together or as a family without a screen – talk about what you are enjoying about your meal.
- Rough and tumble play, children need the vestibular output, it can help to calm the nervous system.
- Go for a walk, bike-ride together
- Have a warm drink and snuggle / chat ritual

These are just a few ideas, but remember – **make it simple yet intentional, do it often, and watch your children's behaviour change for the positive!**



SOCCER SCHOOLS UK
THE COMPLETE PLAYER PATHWAY



EASTER CAMP!

EASTER +
EUROPA LEAGUE
WEEK

VENUE | ROPLEY PRIMARY SCHOOL
CHURCH ST ROPLEY, ALRESFORD, HANTS, SO24 0DS

5-12 YEAR OLDS



SHIRT
GIVEAWAY!



SOCCER SCHOOLS UK ARE
RUNNING THEIR POPULAR
FOOTBALL & MULTI-SPORT
CAMPS ON THE FOLLOWING
DAYS DURING EASTER!

EASTER HOLIDAY CAMPS

WEEK 1

MON 2ND - THU 5TH APRIL

WEEK 2

MON 8TH - FRI 12TH APRIL

COST

£20 PER CHILD, PER DAY
(STANDARD DAY)

£28 PER CHILD, PER DAY
(EXTENDED DAY)

STANDARD HOURS

DROP OFF FROM 08:45am - 09:30am
COLLECTION FROM 03:15pm - 4pm

EXTENDED HOURS

EARLY DROP OFF FROM 8:15am-8:45pm (£5)
LATE COLLECTION FROM 4pm -4:45pm (£5)
FULL EXTENDED DAY 8:15am-4:45pm (£8)

INFO

FOR MORE INFORMATION ON OUR HOLIDAY
CAMP PROCEDURES, THE FORMAT OF THE DAY
AND WHAT TO BRING, PLEASE CHECK THE
HOLIDAY CAMPS SECTION, OF OUR WEBSITE-
www.soccerschools-uk.com/booking

CONTACT

TELEPHONE - 07463 237878
admin@soccerschools-uk.com

BOOK ONLINE

www.soccerschools-uk.com/booking

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FULLY INSURED. COPYRIGHT SOCCER SCHOOLS UK 2022-23

Free Easter Family Fun Day!

Friday 5th April

9.30am to 1.30pm

At St Mary's Bentworth CE Primary School, Church
Street, Bentworth, Nr Alton,
GU34 5RE

Free project for families in receipt of benefit related free
school meals #HAF2024!

To book your families place, please click on the link below:

Call : 01420 562117

Email - adminoffice@bentworth.hants.sch.uk

Activities for all everyone:

Art and Craft activities

Sport activities

Healthy snack ideas

Family board games and
puzzles

Construction toys

LEGO Specialist

Plus

Hot lunch for the whole
family!



St Peter's Church
— ROPLEY —



MOTHERING SUNDAY LADIES CLOTHES SALE

WHERE? St Peter's Ropley

WHEN? 10th March, 2.30pm - 5.00 pm

WHAT? A range of pre-loved and brand-new items

CLOTHES FOR ALL AGES & STAGES (age 10-adults)

Tea and cake will be provided

If you would like to donate or have a table please contact
Susie Flory (details below)

PROFITS:

50% St Peter's Church Ropley

50% charity of choice

CONTACT:

susannacflory@gmail.com

07708 893876

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®



PUPIL PREMIUM FUNDING

Every year, the Government allocates funding to schools to help address the national trend that disadvantaged students do not attain as highly as non-disadvantaged students. This valuable extra money is allocated to schools to provide additional or enhanced provision, so that no child is left behind in their education as a result of financial circumstances. This can include subsidising after school clubs and trips as well as providing additional learning support or resources in class, for example.

Eligibility criteria

Your child may be able to get free school meals if you get any of the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for four weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

Parents and carers can check eligibility simply and easily by visiting:

<https://www.cloudforedu.org.uk/ofsm/hants/>

and clicking on 'New Application'. Once you have input your details it will return an instant result and notify the school office electronically of your eligibility. If you would prefer us to check on your behalf, please email Mrs Burr with YOUR name, YOUR date of birth and YOUR national insurance number. We would like to reassure you that all applications made are confidential and no child is identified as a Pupil Premium child in any way in their day to day school life. Equally being entitled to free school meals does not mean your child has to eat a meal every day!

Even if your child is in Year R, 1 or 2 and already entitled to Universal Free School Meals, if you think you might be entitled to this benefit please complete the form. This valuable extra funding ensures that we can offer many different types of support throughout the years your child is at our school and will ensure they continue to receive free school meals as they move into KS2.

**Just one day of qualifying entitlement = 6 years of funding!
Current funding = £1455 per child per academic year**