

Headteacher – Mr Mark Stenton

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Dear Mead Families

It has been wonderful to have every child back and see the school full again. The children have returned amazingly well and are settling back into regular school routines very quickly. The first couple of days were obviously a little strange after such a long break, but the staff have supported all children superbly and it has been a joy to see all of our pupils learning and playing together again; a few worries at times, of course, but the feeling of a normality returning as the week progressed has been tangible.

A lovely job this week has been to give out badges and certificates that have been on my desk since 17<sup>th</sup> December! We now have children proudly wearing the gold shield of Team Mead Ambassadors, the red shield of Team Mead Publishers and the blue shield of Team Mead Mathematicians. These prizes are to celebrate children's consistently high effort in leadership, writing and maths. They will be joined by shields for reading, sport and the arts, with the aim being to award them in every class three times a year. These traditional metal 'prefect' style badges look very smart on the children's uniforms and are clearly valued. It was touching to see the response when pupils were told that yes, they could indeed keep the badges forever 😊

Thanks as ever for all your support.



Warm regards  
Mark Stenton  
Headteacher

### **Reporting Covid-19 symptoms to the school**

If you or anyone in your family is being tested or has received a positive Covid-19 test please inform the school as soon as possible by emailing [covidreporting@themead.wilts.sch.uk](mailto:covidreporting@themead.wilts.sch.uk) (including over the weekend and during school holidays).

For all other communication, (Covid or otherwise), please email [office@themead.wilts.sch.uk](mailto:office@themead.wilts.sch.uk)

Thank you for your assistance in helping us keep everyone safe.

### **Our new Scholastic Book Club is up and running!**

Go to <https://schools.scholastic.co.uk/the-mead-ba14/digital-book-club> to browse the latest books and order online. For **every £1 you spend** on this month's Book Club, **our school will earn 20p** in Scholastic Rewards. Please place your **order online by 22<sup>nd</sup> March 2021**.

**INSET DAYS: 7<sup>TH</sup> JUNE 2021**

**Please send comments or feedback [feedback@themead.wilts.sch.uk](mailto:feedback@themead.wilts.sch.uk)**  
**Paper copies of this newsletter are available from the school office.**

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*Find out more about...*

## Becoming a Teaching Assistant

A one hour workshop that will tell you:

- What qualifications you need to be a Teaching Assistant
- The role and responsibilities of a Teaching Assistant
- The working hours of Teaching Assistants
- How to get experience of working in a school

Our workshops are completely free and open to everyone – all you need to do is book a place in advance

*Join us online*

- Tuesday 11 May 2021  
10am – 11am
- Wednesday 12 May 2021  
3.30pm – 4.30pm

*Book a place*

 [www.facebook.com/themeadtrust](https://www.facebook.com/themeadtrust)

 <https://becomeata.eventbrite.co.uk>

 [teachingschool@themead.wilts.sch.uk](mailto:teachingschool@themead.wilts.sch.uk)

Thank you to everyone who sent in writing inspired by this image. Miss Davies LOVED reading them! Here are some for you to enjoy reading... Watch this space for the next Creative Writing Competition!



### Whale-soaring

Storm-coming  
Cloud-wetting  
Propeller-spinning  
Plane-gliding  
People-flying  
Tail-flapping  
Whale-soaring

By Elizabeth - Year 2 Hares

### The Brothers And The Magic Whale.

By: Ella - YR2 SWANS.

There once lived a pair of two brothers named Harry and Oscar and they lived in a house near the beach. Harry liked to go to the beach with his brother Oscar and build gigantic sandcastles. Harry is the older brother. Harry had little blue eyes which twinkled in the sun light and he had neat black hair. He had black skin too. Oscar on the other hand had dark brown hair but he had black skin like Harry.

On the day our story begins Harry and Oscar were on the beach, and Harry had his little toy plane with him. All of a sudden...we found ourselves flying on a huge whale, well we weren't flying on top of the whale, we were kind of sitting in my toy aeroplane.

We went all around the world. We saw mountains and oceans until we were back where we started. They told their friends at school to come and see some amazing sites. The children gasped and gaped. They had never seen so many different sites before. When the children got back, they told their parents all about it, but they didn't believe a word they said.

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### Michel's adventure with the whale by Silva - Ospreys Y5

I am going to introduce you to a story about a whale and a boy's wish.

"We are going to the aquarium," Michel's mum called, "so you want to be ready we don't want to miss the Pufferfish opening. We are leaving in five minutes." "Coming mum," Michel replied. Michel loved aquariums because there were lots of sea creatures to find out facts about. The best most super thing about the aquarium was the bit of sea that the whale lived in- his favourite animal.

"Brum mm," came a sound out of nowhere. It was only Julekha Michel's little sister. Julekha loved planes and would never stop playing around with her paper aeroplanes- except for food and watching TV. Michel on the other hand, liked reading and doing drawings in his room.

When they got to the aquarium, Julekha got out her aeroplane and went zooming off, and Michel went to read about pufferfishes. When he had learnt at least one thing about every creature in the aquarium, he went to find the blue whale section. When he finally got there, - being that there were lots of sections – he stared at the blue whales with interested eyes. (This aquarium is the biggest in the world).

For a creature so big – and not liked by many people – these whales stood out Michel. The whale seemed to notice him because the whale swam closer to him. The whale had a barnacled back. Michel could see the beauty in the whale's eyes. Soon he was face to face with a huge whale. Imagine you are face to face with your favourite animal, awesome right.

"He seems to like you," said an old lady right next to him. Michel jumped. "Who are you," Michel stuttered. "You do not need to know the details. I would just like you to tell me where the pufferfish section is," she replied. "If you want, I could take you there. I am not doing anything," he said politely. "You are a truly kind young man," she said. When they got there, Michel heard his mum calling him. "Got to go," he called behind him, "I hope you find them interesting." The only thing she did before he could no longer see her was wink at him. 'That's strange,' he thought to himself, and ran off in the direction of the exit.

The next morning, Michel had forgotten all about the day before. His mum was making her sloppy porridge – dad was the only one in our family who could make the best porridge. Michel wished he could be having coca pops instead. That very instant coca pops filled his bowl. A sneaky grin crept across his sister's face. Michel had other thoughts. 'What had happened?' 'Why had coca pops appeared in his bowl?' 'Everybody knew that if you wish for something it doesn't just come true like that.' His head was full of questions. Just when he was about to ask himself 'Why had I asked for coca pops?' Mum came in.

She was infuriated to see coca pops in Michel's bowl. Michel was grounded for a week because his mum had thought that he had used his pocket money to get the coca pops. But he had not. Today he was supposed to be playing at the skate park with his mates, but instead he was in his room thinking about what had just happened. Whilst he was reading a book about how to solve mysteries, his sister Julekha burst in. "Can you make my wish come true, PLEASE?" She begged. "What do you mean," he said sounding confused. "Have you not figured it out yet?" She teased. "It is so obvious. You wished for coca pops and they appeared. So, you have the power to make dreams come true. That's so cool!" She squealed. "Oh," he said, realizing what she meant. "What's your dream?" He asked. "I am so glad you asked. My dream is that I would like to fly in an aeroplane with you for company," she answered. So, Michel wished that he was in an aeroplane with Julekha behind him.

\* \* \*

The next second, he could feel the warm summer air on his face. His dark wavy hair getting blown back. It was lovely. He looked behind him to check that his beloved sister was right behind him. She was there alright. She had her arms waving wildly about her and Michel could see the love in her eyes at that moment. When she saw him, she whooped with joy as her dream sailed past her.

Just as it was becoming the best day of his life, the engine started juddering and moving side to side violently. People below now began to notice the pair. People screamed as they watched the two children wobble in the sky. Michel grabbed Julekha and held on with all his might to stop her from falling. It was a horrible sight. Just as he thought they would be gonnas, he wished that someone would save them, but then whales popped into his head and a second later they were flying steadily again. But instead of having the sun shining down on them they had a huge shadow above. They both looked up.

There, above of them, there was a huge whale soaring through the sky. Michel thought 'how did that happen?' They saw their mum and called out "see you in a bit and we will be back in time for dinner", to Michel and Julekha this was the best day of their lives!



## Feelings Thermometer

A feelings Thermometer is a way for children to communicate how they are feeling, especially if they struggle to put their feelings into words.

It's important for children to know that it is okay to feel different emotions.

- Sit down with your child and talk through the different stages of the thermometer, from calm/happy to angry or upset. Discuss times when they have felt like this, so that they can start to see links between the thermometer and their emotions.
- It's helpful to talk through times you may have felt like this too, this will help to normalise how they are feeling.
- Talk about each different emotion, what does it look like for them? Do they stomp their feet and growl when they are feeling angry? Does their voice get louder? This can be difficult for younger children. So instead, you can describe to them, what you are noticing, "I noticed that your voice gets louder and you stamp your feet, when you are feeling upset."

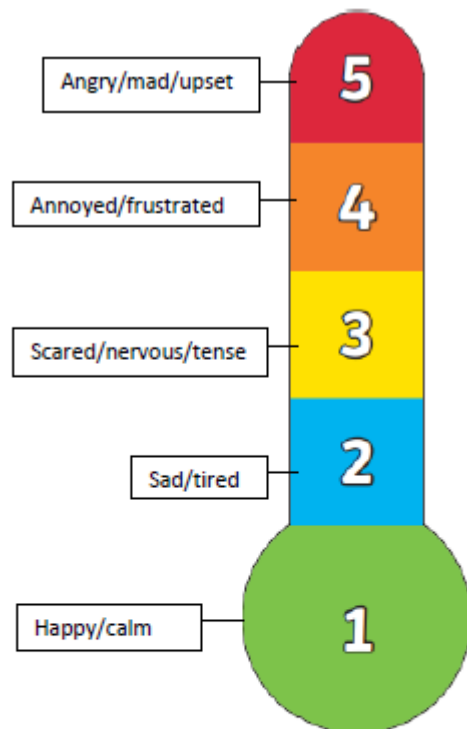
## Coping Strategies

As your child becomes familiar with the thermometer, then you can start to introduce coping strategies - skills they can use to help regulate themselves. These might include:

- Having a drink of water
- Going to their 'calm space'
- Running around the garden
- Listening to music

Once you and your child have agreed some strategies, next time they feel a 'big emotion', they can use the thermometer to indicate how they are feeling.

Your child can then use a strategy they suggested to help support their self-regulation.



### Supporting children to regulate



When your child is experiencing big emotions such as sadness, worry, anger or anxiety, they may need support and strategies to help them to regulate their feelings. These strategies need to be taught when your child is calm so that they can start to learn what to do when having a big emotion. Try involving your child in thinking about the strategies they could use to regulate their own emotions as each child is different and some strategies may work better than others.

#### Strategies to help with regulation

- Regular breaks in the learning to stretch, exercise or play a game to help refocus the mind.
- Mindfulness and meditation are a good way for children to learn to pause and focus on breathing and calming down highly-charged emotions. Yoga can be a great option. Cosmic Kids Yoga has some great videos to follow.
- Breathing exercises can really help to calm and organise the brains. See our 'breathing techniques' handout for some great ideas or try an app such as Smiling Minds. Blowing bubbles is another great way to practice deep breathing.
- 'Heavy work' is a helpful strategy for calming, e.g. Digging & pouring (e.g. sand or water tray), Rolling and cutting out play dough, pushing a trolley or box, carrying heavy objects.
- Creating a calming space or den to use during big emotions. See our 'calm space' handout for ideas of how to create your own space.
- Listening to music - this might be a favourite song or for others it might be listening to white noise.
- Visual displays e.g. Lava lamps, liquid timers or sensory bottles. There's many apps available too, for example, Pocket Pond, or Laser Lights.
- Chewy or crunchy foods like dried fruit, breadsticks, crackers.



#### Supporting your child through big emotions

It is important for adults to regulate their own emotions, before addressing their child's. Even if emotions are rising inside, it is important to present a calm front to the child. Children will be learning from how we manage our own emotions.

- Remain calm
- Acknowledge how your child is feeling – focus on the feeling, not on the behaviour (e.g. "I can see you are feeling angry/sad/frustrated.")
- Remind your child how to use the calming strategies they have started to learn (these could take time for them to be able to learn and put into practice by themselves)
- Give them time to calm down. It is more effective to talk with them about how they were feeling once they have reached a calm state.
- Normalise the feeling and address the behaviour ("It is ok to feel angry, everyone feels anger, but it is not ok to hit/throw/swear." – name the behaviour).

When little people are overwhelmed by  
**BIG EMOTIONS,**  
it's our job to share  
**OUR CALM,**  
not to join their chaos.  
- LR, Knost



Join us in our fun, interactive online session



**Self Care  
and Independence  
with children 0-5**

**Wednesday 17th March 2021**  
**Choose from:**  
**9:30am, 10:30am and 12:30pm**

**Learn how you can help your  
child gain more confidence in  
the everyday skills of being  
independent through making  
their own choices.**

**1:1 support provided on how to join the sessions!**

Call our central  
lines to book a  
space:

South: 01722 414301  
(Salisbury, Amesbury,  
Bulford, Mere and  
Larkhill.

East: 01380 739835  
(Devizes, Pewsey,  
Marlborough, Tidworth

West: 01225 719753  
(Melksham, Westbury  
Trowbridge,  
Warminster)