



AUTUMN 1 – WEEK 4

We've had a busy week at MCS

This week Olive class did a fantastic job of hosting our first coffee morning, thank you to our wonderful baristas and to everyone who attended.

Next coffee morning is Thursday 10th October for Olive class parents.

Joke of the Week!

Benji's joke:

How do you make a mouse smile?
- Say 'cheese'!

Headteacher's Award



This week the Headteacher's Award goes to **Freddie B** for exemplary behaviour in class

Special mentions to:
Harper for producing an impressive amount of work
Beth for supporting other learners



Save
THE
Date

Half term dates

Last day of this half term: Friday 18th October

First day back for learners:
Wednesday 6th November

Parents' Evening

Our first parents' evening of the year will be on Tuesday 8th October. Further details to follow but please note the date in your diary for now!

USEFUL INFO



Immunisations

Don't forget to submit your consent for the upcoming immunisation team visit on Thursday BY TUESDAY 1ST OCTOBER (see email or speak to the school office for details)

Outdoor Ed

All parents should have received information about Outdoor Ed activities - please let the office know if you did not get this.

You can also find the Autumn Term plan at: <https://www.magdalencourt.org/page/?title=Outdoor+Education&pid=62>

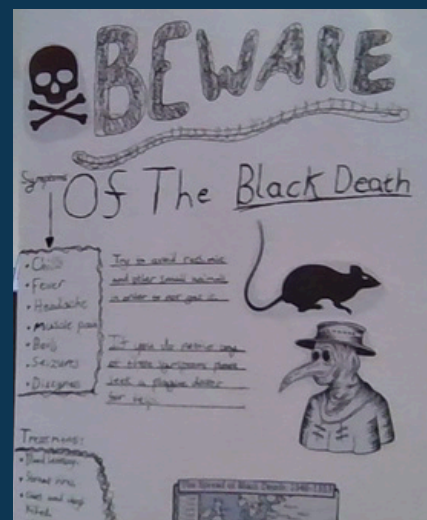
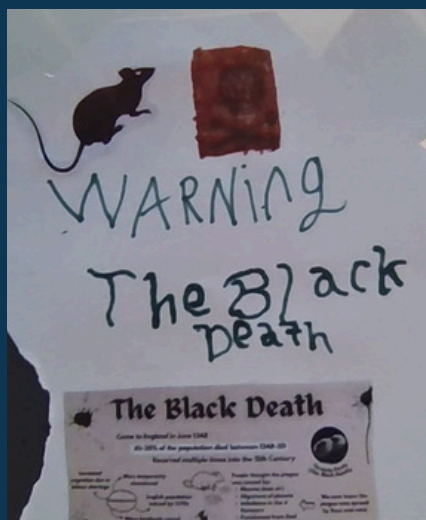


HAPPY BIRTHDAY TO GOOGLE

Today marks 26 years since Google was registered as a company in California. The website actually launched in 1997, but didn't officially become a company until 1998.

The famous search engine has become so popular that it's now a verb and most of us couldn't live without it! Can you imagine a world without Google? Some of the teachers and parents/carers might even remember this world!

Did you know that the name Google is inspired by a 'Googol', a huge number - the number one followed by 100 zeros - because the search engine aims to provide as much information as it can.



BIRCH CLASS BEWARE!

Here are some posters produced by Birch class on their topic of the Black Death. They have been learning about the causes and symptoms of the disease, and created these warning posters that could have been used during this period of history.

Food Tech

We've had another busy week in the Food Tech department. Learners in Larch class made some fabulous tropical granola bars this week, with a focus on using the scales to measure, they made excellent progress. Aspen class completed taste testing of fruit smoothies, they really enjoyed comparing and recording their findings. Learners in Juniper and Oak classes made cheese and bacon breakfast muffins and have planned how they will personalize this savoury recipe for next week. Beech and Birch made the classic French toast brunch recipe with a home-made compote using frozen raspberries. Learners in Ash class made bacon and egg rolls with a cup of tea using the grill and comparing cooking methods for preparing bacon. Chestnut class made mini-vegetable frittata and completed group work categorizing food groups onto the 'Eatwell plate'. Learners in Olive class made scrambled egg on toast, it was brilliant to see learners working independently on this task. Learners in Hazel and Maple classes enjoyed making a cherry and chocolate oat bake, we also evaluated our recipe from last week with a focus on adaptations and how the meal contributes to the 'Eatwell guide'. Holly class enjoyed making Shepherd's pie, learners are making very good progress with vegetable preparation skills: washing, peeling, slicing and chopping. Learners in Lime class made a Lancashire hotpot, further developing their veg prep skills and were introduced to browning meat for slow cooking.

Next week Larch class will make herby tomato and seed pizza bars. Aspen class will be introduced to using stick blenders when making strawberry and banana smoothies. Learners in Juniper and Oak class will be making their personalized savoury breakfast muffins. Beech and Birch class will make cheese and ham toasties. Ash class will be making a baked fruit recipe with an oat crumble top, practicing removing and discarding stones from plums and nectarines. Chestnut class will be making egg and bacon rolls. Olive class will be making bacon and egg rolls with a cup of tea and will start work on gathering assessment evidence on a power point presentation. Learners in Hazel and Maple will be making Kedgeree. Learners in Holly class will be making the Lancashire hotpot and Lime class will make a leek and potato soup.





Our Values
Stars of the Week

Respect
&
Resilience

Health
&
Happiness

Kindness
&
Independence

The value this term is **respect** and we've seen some great examples of this quality in school this week.

Aspen

Jack for being a model student, always kind and respectful

Larch

Aleksandra for using class resources to regulate

Chestnut

Mala-ann for helping others

Olive

Rosie for always trying her very best in whatever she does at school

Birch

Poppy for showing respect in class discussions

Juniper

Freddie for consistently listening attentively during lessons

Oak

Jackson for demonstrating politeness in speaking to staff

Lime

Oliver for being attentive and hardworking in lessons

Hazel

Neve for showing respect to adults and peers and always being positive and ready to learn

Maple

Jack for his much improved and more respectful attitude to staff, peers and his learning

Beech

Kellan for great work in class

Holly

Aaron for a respectful attitude to staff and other learners

Next week

AUTUMN 1 - WEEK 5



MONDAY

Outdoor Education
Elm, Aspen & Larch

Food Tech

Birch
Cheese & ham toastie
Juniper
Personalised breakfast
muffins
Chestnut
Bacon & egg roll

TUESDAY

Outdoor Education
Beech, Oak & Juniper

Food Tech

Larch
Savoury breakfast bar
Olive
Bacon & egg roll
Aspen
Smoothie making

WEDNESDAY

Outdoor Education
Birch, Ash & Chestnut

Food Tech

Oak
Personalised breakfast
muffins
Holly
Lancashire hot pot
Hazel
Kedgeree

THURSDAY

Outdoor Education
Hazel & Maple

Food Tech

Ash
Baked fruit
Lime
Potato & leek soup

FRIDAY

Outdoor Education
Lime, Holly & Olive

Food Tech

Beech
Cheese & ham toastie
Maple
Kedgeree

Safeguarding

Each week we focus on a different safeguarding topic. This week we're looking at self-regulation, and how we can support children in this area. On the next page you'll find a guide with helpful information and tips for parents and carers.

If you would like any support with any of our safeguarding topics, please reach out to Jane.

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