



SPRING 1 – WEEK 4

The end of a busy week!

It's a bumper issue this week with lots going on at school - there have been some brave Outdoor Ed learners exploring caves, trips to the National Apprenticeship Show and the Exeter RAMM, a Boccia tournament and a football match, as well as all the usual fun back at school!

More on some of those activities next week, but for now there's plenty to read this week with information from our therapy team and an introduction to our lovely new Birch teacher, Steph - welcome to the team!

As a growing school, we are still looking for people to join our team - check out the Vacancies area of our website for more information.

Dates for the diary

Coffee morning: 13th
February - Ash class

Headteacher's Award



This week the Headteacher's Award goes to
Agatha
for great progress with her motor skills
&
Ethan R
for brilliant attendance

THERAPY FOCUS

We practice interoception as part of our school curriculum. Sensing what we feel in our bodies becomes harder the older we get but it's so important to help us know more about what's going on inside our bodies - how are we feeling physically and emotionally?

Research shows that the ability to notice body signals is linked to the ability to identify and manage the following emotions and more:

Hunger	Pain	Sleepiness	Anxiety	Calm
Fullness	Illness	Need for Bathroom	Distraction	Boredom
Thirst	Body Temperature	Anger	Focus	Sadness

It can be easiest to notice these signals when doing an activity that evokes a strong sensation. We will provide a weekly sample of daily activities that may evoke these signals, giving an opportunity to practice paying attention to those feeling. This week, **HANDS**:

Going outside in hot/ cold weather	Eating finger foods	Playing with clay, playdough	Clapping	Playing in snow, rain	Washing hands	Hanging on monkey bars	Climbing on playground equipment
Doing a cartwheel or handstand	Writing name on paper	Typing	Washing dishes	Holding a warm/cold drink	Catching a ball	Carrying a heavy load	Putting on hand lotion

See here for more information:

<https://www.sensoryintegrationeducation.com/products/courses/discover-sensory-processing-integration>

ASPEN CLASS WRITING: THE DRAGON

The spikey blue dragon spread his spacious wings. The dragon was sat on a mossy rock. The dragon's horns spiked up to the sky. The dragon was surrounded by orange and red trees. The dragon's dark ocean body sparkled in the bright sunshine. The mountain's reached their long, massive necks to the sky. The water was as cold as an iceberg.

by Amiee N-H

CAVING ADVENTURES

Our Outdoor Ed learners were very adventurous this week, having a go at caving near Buckfastleigh. Well done to everyone who took part - some overcoming fears and demonstrating great qualities of courage and resilience to try something new!



MP3 PLAYER OPTIONS

Many of our young people find it helpful to listen to music to self-regulate. As the use of phones is not allowed at MCS during the school day, an MP3 player can be a good option to still access radio or downloaded music. Here is a small selection of options to consider if you are looking for an MP3 player - we can't recommend any in particular and of course there are plenty more available, but hopefully this is a helpful starting point!

[64GB MP3 Player with Bluetooth 5.2, AiMoonsa Music Player with Built-in HD Speaker, FM Radio, Voice Recorder, HiFi Sound, E-Book function, Earphones Included: Amazon.co.uk: Electronics & Photo](#)

£23.99 good budget option with 64GB base, expandable and Bluetooth for wireless headphones

[Sony NW-E394 8 GB Walkman MP3 Player with FM Radio - Black: Amazon.co.uk: Electronics & Photo](#)

£65.64 modern reboot of an old classic, 8GB basic player for wired headphones from a trusted brand

[Mighty 3 Spotify & Amazon Music Player - Compatible with Bluetooth & Wired Headphones - 1,000+ Song Storage - No Phone Needed - \(Blue\): Amazon.co.uk: Electronics & Photo](#)

£114.99 Spotify's own Mighty 3 - Can download and play from Spotify and play online.



TEN TORS JUBILEE CHALLENGE

The Outdoor Ed team would like to invite learners in year 10, 11 & post-16 to take part in a special Ten Tors event on 9th & 10th May. This involves camping overnight, then completing a 7.5 mile walk on Dartmoor. This is a great opportunity to participate in the biggest youth event in the UK!

If you are interested, please speak to Moss or pick up a letter and consent form from the school office.



NEW PLANTERS

Two of our older learners, Camron-Jon and Oliver F, have been developing their woodwork skills with Jason recently and have produced these fantastic new planters for our outdoor gym area.

We're hoping to make a few more and are excited to start planning which flowers, plants and even fruit & veg we could start growing in them soon!





This week we're getting to know Steph, our new Birch class teacher!



- **What's your favourite dinosaur?** Brontasaurus
- **What's your favourite TV show?** Yellowstone
- **What's your favourite food?** I love steak, but I love chocolate too!
- **What is your favourite dog breed?** That's tough- I have 3 dogs: A springer spaniel, a springer x labrador and a dalmatian. I can't possibly choose one favourite!
- **What is your favourite colour?** A rainbow
- **What's your favourite movie?** The Shawshank Redemption
- **When you were small, did you like watching Disney films?** I still love them now.
- **Do you put the milk or cereal first in the bowl?** Cereal first
- **Where is your dream holiday spot?** I'd really like to visit South America - Peru, Brazil, Chile...
- **What's your favourite state of America?** Florida - because of Disneyland.
- **What made you want to work at Magdalen Court?** Everyone seemed really friendly and happy. I like happy people.
- **What are your top interests?** I love anything in the great outdoors; animals too - I have lots of pets: Goats, tortoises, guinea pigs, degus, dogs, and sheep.
- **What's your favourite Spongebob character?** Maybe Mr Krabs?!

Idiom & word of the week for Week 5:

Idiom of the week

Eat Humble Pie

To eat humble pie means to admitting to mistakes and apologising - often after being confident or even arrogant about it!

Origin

In Medieval times, 'umbles pie' was a dish made from the organs of deer. 'Umbles' meant the less tasty parts of the deer and were often eaten by the lower classes.

How to use it?

After boasting that he would win the race, John had to eat humble pie when he came last.



Word of the Week

Tremor

Noun

A shaking or trembling movement or a slight earthquake

Example

She developed a tremor in her left hand.

There are still mild tremors being felt in the aftermath of the main earthquake.

Synonyms

Shaking
Trembling
Twitching



Our Values Stars of the Week

MAGDALEN
COURT SCHOOL



Respect
&
Resilience

Health
&
Happiness

Kindness
&
Independence

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

Larch

Lukas for eating a variety of healthy snacks

Olive

Arran for demonstrating an exemplary attitude at Boccia

Elm

Ethan R-J for making safe choices

Lime

Macie for managing her mental health in her new working environment

Beech

Kellan for his healthy positive mindset when dealing with challenges

Holly

Junior for his sports leadership skills

Ash

Leo for his enthusiasm in PE this week

Birch

Benji for making positive choices to benefit his mental health

Aspen

Amiee for increasing her daily activity

Oak

Jackson for making healthy friendship choices

Hazel

Evie for showing courage, resilience and determination to overcome fears and access Outdoor Education activities

The Food Tech room has been buzzing this week with learners developing cookery skills and Level 2 learners completing coursework for their BTEC qualification. Learners in Larch class made some delightful chocolate shortbread biscuits, huge thanks for everyone's efforts and amazing support from the TAs. Birch class produced some amazing butterfly cakes, using the all-in-one method before filling with butter cream and topping with cake wing slices. Oak and Ash class prepared shortbread fingers using a warm butter technique, where a creaming method was used, before carefully bringing the dough together and then pressing it into the baking tray. Learners practiced making docking holes to vent their bakes and these were sliced into fingers straight out of the oven. Learners in Beech, Elm and Aspen enjoyed making a fruity tray bake inspired by one of Mary Berry's recipes, this cake was loaded with sultanas and some learners chose to adapt it with some additional frozen fruit pressed into the surface. Learners in Alley House and Juniper practiced knife skills, serving and presentation skills whilst preparing a spaghetti Bolognese, learners have made good progress with managing the heat output effectively to simmer the sauce and cook pasta to 'al dente'. Learners in Holly, Lime, Maple and Hazel completed recipe skill records from their previous learning (fresh pasta and beef Bolognese) before making Bruschetta for their practical task. These turned out great, what a great appetiser. Learners in Olive class made steady progress with completing L1 assessment coursework and then followed by making Bruschetta.

Next week Larch class will prepare ginger bread shapes. Birch class will make banana bread. Oak and Ash will prepare Oaty biscuits. Elm, Beech and Aspen will be making a gluten-free healthy chocolate brownie. Alley House and Juniper will make a Risotto Bianco. Learners in Olive, Holly, Lime, Maple and Hazel will develop skills preparing a soffrito for their mushroom and bacon risotto. Level 2 learners completing assessment will be practicing their 2nd course (cakes and bakes) or completing coursework.





SPRING 1 - WEEK 5



MONDAY

Outdoor Education
Birch & Larch

Food Tech
Elm & Aspen
Healthy chocolate
brownie
Ash
Oaty biscuits
Alley House
Risotto Bianco

TUESDAY

Outdoor Education
Beech, Oak & Ash

Food Tech
Larch
Gingerbread shapes
Olive
Sofrito
Birch
Banana bread

WEDNESDAY

Outdoor Education
Elm, Aspen & Juniper

Food Tech
Oak
Oaty biscuits
Holly
Sofrito
Hazel
Sofrito

THURSDAY

Outdoor Education
Hazel & Maple

Food Tech
Lime
Sofrito
Juniper
Risotto Bianco

FRIDAY

Outdoor Ed
Lime, Holly & Olive

Food Tech
Beech
Healthy chocolate brownie
Maple
Sofrito

Safeguarding

This week's focus is on emotional literacy. On the next page you'll find a guide with helpful information to support parents and carers with this.

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

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



#WakeUpWednesday

The National College