



SUMMER 2 – WEEK 1

Welcome back to the last half term of this school year! We hope everyone had a good half term break, and are excited for the weeks ahead.

We've started with a bit of a damp week, but our Outdoor Ed team have lots of great activities planned (see the overview sent by Dojo, also available on our website in the Curriculum area) whatever the weather!

Dates for the diary

Summer Fair: Friday 27th June
4-6pm

Headteacher's Award



This week the Headteacher's Award goes to

Anna

for being supportive of others, and a lovely person to have around school!

&

George Y

for being brave this week and doing some great work!

OUTDOOR ED FARM VISIT

MAGDALEN
COURT SCHOOL



Learners had a great time visiting a local farm this week, meeting the goats and chickens and exploring the farmland!

SUMMER FAIR



We are super excited about our upcoming Summer Fair on Friday 27th June, 4-6pm!

We are looking for donations of: biscuits, cakes, sweets, plants, raffle items (including any experience vouchers your workplace might be willing to provide!), as well as volunteers to help on the day - please contact the office if you'd like to join in!

We are raising money for our new 'MAP' project - Magdalen Arts Project - which will see a variety of artists, authors and creatives come to share their work in school. More to come on that soon!

IDIOM & WORD OF THE WEEK: WEEK 2

Idiom of the week

Walking on thin ice

A precarious or risky situation, doing something that could have negative consequences.

Origin

Like walking on literal thin ice, such as a frozen lake, one wrong step could lead to disaster!

How to use it?

You're so cheeky, you're walking on thin ice with your teacher!



Word of the Week

Verbose

Adjective

Using more words than necessary

Example

Many academic books are far too verbose for the everyday reader.

Synonyms

Wordy
Long-winded

The verbose speaker went well over his allotted time.



THERAPY FOCUS

Do you have a favourite pen to write with or a favourite item of clothing? It's your interoceptive sense telling you that it's your favourite! It just feels right!

We practice interoception as part of our school curriculum. Paying attention to what we are feeling inside helps us to know ourselves better – physically and emotionally, and helps us to take action, for example.. I feel hot, I feel uncomfortable, I take off my jumper. Interoceptive skill also increases our ability to manage our emotions, for example.. I feel a sinking feeling in my tummy, I'm a bit scared, I can go and talk to someone.

You can practice interoception at home in lots of small ways. Modelling your own interoceptive skills in a real world, authentic way is great – e.g. 'I'm feeling really hot and uncomfortable– I'm going to take off my jumper!' or perhaps 'I'm feeling a bit tight in my body, I'm feeling stressed, I'm going to take a breath!'

Here are some prompts that you can use with your children and questions to go with them if its helpful...I wonder if that feels comfortable, uncomfortable or something else?

I wonder what you notice in your body when you do that?

Hugging a loved one	Doing homework	After active play/ exercise	When swinging/ spinning/ hanging at playground	During silly time	In a crowded place	In a noisy room	In a quiet place
During favorite activity	During a head massage	Watching TV	At bedtime/ wakeup	Reading a book	Doing a handstand/ cartwheel	During bath time	Laying under lots of blankets

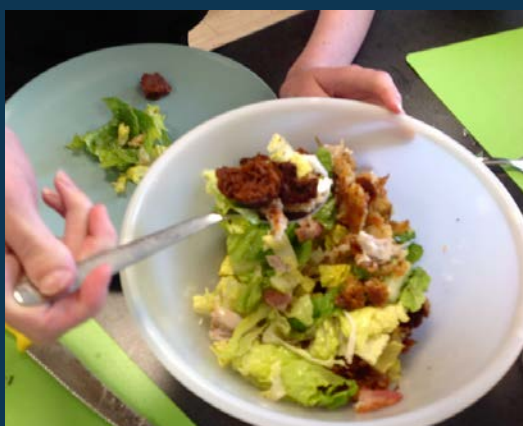


Sensory Integration Education have produced a great toolkit for the Summer, with helpful tips and ideas for supporting SEND children with Summer Holiday activities, check it out on our website in the Parents area under 'Support for Pupils & Families'!

FOOD TECH

We've had a great week in the Food Tech department. Learners in Larch class have been busy preparing vegetables for delicious dips, we practiced our knife skills and tasted some new dips including a homemade delicious dip made with chives, yogurt and hummus. Birch class completed some sandwich tasting, sampling fillings and different types of bread. Learners in Oak and Ash have prepared a deli salad, by cooking pasta, chopping salad items and preparing a simple dressing, the outcomes were fabulous. Learners in Elm, Beech and Aspen have started a design and make challenge; where they have planned a two-course meal for a leisure venue. They have tried to include seasonal produce to design a healthy main course and tray bake (dessert). Learners in Juniper and Lime class have made progress with gathering evidence for the BTEC Level 1 coursework, annotating photos of their practical tasks in a presentation. Hazel, Holly and Maple classes enjoyed preparing a Caesar salad with homemade croutons, pulled chicken and an incredible dressing from scratch.

Next week Larch will continue developing knife skills preparing vegetables for a range of dips they will all have a go at preparing and sharing. Ash and Oak class will be looking at the 'Eatwell plate' and preparing a lovely coleslaw recipe, learning about acidification and shredding veg using the food processors. Learners in Elm, Beech and Aspen will prepare the main course for their design and make challenge. Level 1 learners completing assessments in Juniper and Lime will practice their selected recipe and continue their presentations. Hazel, Holly and Maple will be completing skill records for this week's Caesar salad and will prepare a humble potato salad.





Our Values **MAGDALEN**
Stars of the Week COURT SCHOOL



Respect
&
Resilience

Health
&
Happiness

Kindness
&
Independence

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

Larch

Alfie for writing and completing his learning tasks independently.

Juniper

Chloe for applying her learning to new challenges independently.

Elm

Ethan R-J for independent choices through the week.

Oak

Finlay V for noticing when he needed to regulate and manage his emotions.

Olive

Daylun for confidently running errands to help his class.

Beech

Maisie Boxhall for using our 'brain, board, book, buddy, boss' system to support herself when she gets stuck.

Holly

Aaron for studying independently for his GCSE revision.

Hazel

Arthur for demonstrating greatly improved self-initiative and responsibility by consistently being in the right place at the right time without prompting.

Maple

Anna for increased independence in her studies and with peers.

Birch

Jack L for always attempting the work first before asking for help.

Ash

Holly for independently choosing and using word mats to improve her writing in English.

Lime

Lidia for working independently when revising for her GCSE exams.



SUMMER 2 - WEEK 2



MONDAY

Biology exam AM

Outdoor Education
Birch & Larch

Food Tech
Elm & Aspen
Design & make recipe
Ash
Coleslaw

TUESDAY

Outdoor Education
Beech, Oak & Ash

Food Tech
Larch
Veg & dips

WEDNESDAY

Outdoor Education
Elm, Aspen & Juniper

Food Tech
Oak
Coleslaw
Holly & Hazel
Potato salad

THURSDAY

Geography exam AM

Outdoor Education
Hazel & Maple

Food Tech
Juniper & Lime
Selected recipes

FRIDAY

Chemistry exam AM
Statistics exam PM

Outdoor Ed
Lime, Holly & Olive

Food Tech
Beech
Design & make recipe
Maple
Potato salad

Safeguarding

This week's safeguarding focus is on emojis. On the next page you'll find a guide with helpful information and advice to support parents and carers with these, helping navigate your child's communication!

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

What Parents & Educators Need to Know about EMOJIS

WHAT ARE THE RISKS?

GENERATIONAL MISCOMMUNICATION

An emoji like 👍 (thumbs up emoji) might seem friendly to adults, but teens often interpret it as sarcastic or passive-aggressive. These differing interpretations can create confusion or unintended tension in cross-generational conversations.

SHIELDING BULLYING OR PEER PRESSURE

When embedded in emojis, mean-spirited jokes or exclusionary language can fly under the radar. Terms like 'mid' or 'delulu' may seem harmless, but they can be used to undermine peers in subtle ways.

RAPIDLY SHIFTING MEANINGS

Emoji meanings can change overnight. A person standing emoji (👤) once signified awkwardness but might now be repurposed for something entirely different. This ever-changing lexicon can leave adults in the dark and young people vulnerable to misunderstanding or misuse.

MASKING DISTRESS OR HARM

Some emojis are used to discreetly signal troubling behaviours. For instance, 🍂 (falling leaves emoji) or 💊 (pill emoji) might suggest drug use, while 🌵 (wilted flower emoji) could hint at emotional struggles. Such usage can obscure serious issues, making them harder for trusted adults to detect.

NORMALISING RISKY BEHAVIOURS

Emojis can make harmful actions seem light-hearted or fashionable. Strings like 🔥👤 (fire + 'woozy' face + pill emojis) may appear humorous but can reference partying, intoxication or dangerous challenges, which might otherwise raise red flags.

Advice for Parents & Educators

LEARN THE LINGO

Stay updated with emoji trends and definitions using resources like emojipedia.org or Urban Dictionary. Knowing current meanings builds confidence when engaging with young people and helps spot potential concerns early.

ASK, DON'T ASSUME

Approach unfamiliar emojis with curiosity rather than suspicion. A light-hearted "What does 🍷 (juice box emoji) mean these days?" can open conversation and show that you respect their knowledge.

CREATE SAFE SPACES FOR DISCUSSION

Encourage casual chats about emojis, online slang, memes, or social media trends. Showing interest without judgement reassures young people that they can talk about their digital world openly and safely.

PRIORITISE TRUST OVER SURVEILLANCE

While parental controls and monitoring tools can be useful, emotional safety matters most. Be someone children and young people feel they can come to – not just someone who's watching them.

EMOJI CHEAT SHEET -

The following slang terms and emojis are some common examples – please be aware this isn't an exhaustive list.

COMMON EMOJIS:

- 🤡 (Clown face) Foolishness or clowning around
- 😏 (Smiling face with smug expression) Over-affectionate or 'simping'
- 😎 (Smiling face with sunglasses) Cool, stylish or ruthless
- 👁️ (Eyes) Watching drama unfold
- 🔥 (Fire) Intense attraction or excitement
- 🐐 (Goat) Greatest of all time (G.O.A.T.)
- 😐 (Neutral face) Stone-faced, unbothered
- 💅 (Nails) Confidence, sassiness, or indifference
- 👑 (Crown) 'Slaying'; as in doing great
- 🚩 (Triangular flag) Red flag; a warning sign about someone's behaviour

POTENTIALLY CONCERNING EMOJIS

- 👂 (Ear of corn) Slang for pornography (avoids censorship algorithms)
- 🌵 (Wilted flower) Often used to convey emotional struggle or sadness
- ❄️ (Snowflake, snowman, snow cloud) Can symbolise cocaine
- 🐍 (Snake) Can represent betrayal or being 'two-faced'
- 🗝️ (Key, lying face) Related to cocaine use
- 🔫 (Water pistol) Sometimes used to reference violence or self-harm
- 🍂 (Falling leaves, herb, maple leaf) Can symbolise cannabis
- ⚠️ (Warning) Used to emphasise drama, threats or emotional turmoil
- 💊 (Pill) May reference drug use or prescription misuse
- 🍜 (Steaming bowl) Refers to nudes ('noods' is an abbreviation of noodles)

Meet Our Expert

Keith Broni is a globally renowned emoji expert and the Editor in Chief of emojipedia.org, the world's number one emoji resource. He has an MSc in Business Psychology from University College London and an MBA from Quantic School of Business and Technology.

