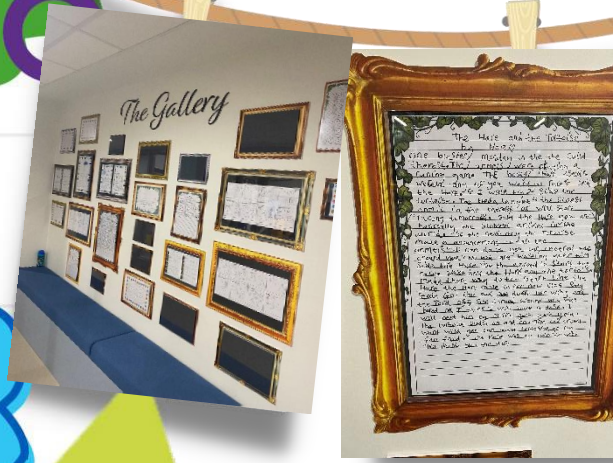


NEWS CORNER

The latest news and information about
Mulberry Wood Wharf Primary.



10th January 2025

Sarah Jane's reflection on the week...

Happy New Year and welcome back! I hope you had a restful break and are ready for the exciting term ahead. You should have received my Spring Newsletter with key updates, and our teachers have also worked hard to prepare informative letters about what's coming up in each year group. I'm sure you'll find them helpful in supporting your child's learning journey this term.

The spring term is always a time when children truly excel in their learning, and I'm looking forward to seeing them achieve their goals.

Key Priorities This Term

This term, I'll be focusing on supporting our teachers in delivering a high-quality curriculum and carefully evaluating the impact it has on children's learning. I'll also be holding parental consultations to discuss key aspects of curriculum development, particularly around Relationships and health Education (RSE) and the selection of a modern foreign language for the school. Your input will be invaluable in shaping these important decisions.

Our school is also buzzing with creativity as communal areas come to life! We're thrilled to have a new gallery installation showcasing children's writing and artwork. Do take a moment to enjoy this wonderful display when you are in school for 'Give me 10'—it's a testament to their hard work and talent.

Attendance Matters

Attendance is a key focus for us this term. The national target is 97%, and we need to improve our current overall percentage. Regular attendance is crucial for children's success, and I'm here to support families in overcoming any barriers to getting children into school.

Please remember that holidays during term time cannot be authorised unless there are exceptional circumstances. Missing school significantly affects learning and can also impact our Ofsted rating when they review our attendance data. Let's work together to ensure your child's attendance is a priority—think carefully before booking trips during term time.

Staying Healthy

At this time of year, it's common for illnesses to spread. Please remind your children that germs, not the weather, cause colds and other illnesses. To help build their immune systems, ensure they:

- Take vitamin D/multivitamins
- Get plenty of sleep,
- Follow good hand hygiene
- Catch it, bin it, kill it with sneezes and coughs
- Eat a healthy, balanced diet.

These small steps can make a big difference in keeping children healthy and ready to learn.

Thank you for your continued support. Together, let's make this a fantastic term full of learning, growth, and achievement for all our children.

Blue Whale and Tiger Class have been learning...

Blue whale class have had a lovely welcome back to school. The children have been discussing all the adventures they got up to over the holidays. The children had fun days out at the park, enjoyed a day out to the cinema, flew to a new country, celebrated Christmas at home with their loved ones, and most of all they enjoyed time relaxing and spending time with their family. We loved hearing all about their holidays!

As we start our spring term we delve straight into our new topic book, 'Little red riding hood.' This is a familiar book for most children and a favourite for some. It was lovely seeing the excitement on the children's faces as we read the story together as a class. Throughout the week we engaged in character descriptions, describing them in the story and explaining how each of them look and feel in the story.

Alongside this we have also been learning positional language in maths. The children have learnt how to incorporate the vocabulary into their sentences, and this has supported their rich, quality interactions with their peers in maths.

Tiger class have had a lovely first week back after the winter break. They've wrapped up warm and braved the cold weather to enjoy den building and improvised games outside.

In English, the children have been learning the traditional tale of Little Red Riding Hood. They've enjoyed exploring a Red Riding Hood small world set-up and have made creative wolf characters from play doh.

In maths the children have been using positional language. They've enjoyed hiding teddies and using their new vocabulary to describe their hiding place.

This is a reminder that next week, reception will be going on a trip to The discovery centre. Please ensure your children are at school by 8:30am so we can leave on time.

Blue whale class trip day: Tuesday 14th January

Tiger class trip day: Wednesday 15th January



STARS OF THE WEEK FOR DEMONSTRATING:

Kindness

Mishel: for being kind to everyone and always including others in her play.

Daniel: For being kind to all his friends and supporting their ideas in their construction play.

Khaled – becoming more confident and engaged with his peers

Erato – Having a positive can-do attitude and trying different approaches when faced with a challenge.



Elephant Class have been learning...

This week, we have been exploring humorous poetry. Children practiced performing poems with different pace, volume, and intonation to engage the audience. They also created their own poetic lines with eight syllables per line, using rhythm and rhyme. Although finding rhymes was challenging, it encouraged problem-solving and creativity.

In R.E. we have been learning about the sacred texts of different religions. Avyaan noted that these texts share God's wisdom through stories. We discussed parables and stories that teach values like kindness, love, and care, helping the children reflect on their importance.

In PSHE, like many adults all over the world, we are focusing on making new goals for the start of the year. The children discussed how goals should be challenging but achievable, and they shared past successes that made them feel proud. This positive approach will help them work toward new goals with focus and determination.



STARS OF THE WEEK
FOR DEMONSTRATING:

Kindness

ELEPHANT CLASS

Duha

For always showing a positive and kind attitude to both classmates and adults.

Adam

For bringing a warm and positive attitude to your new class, making everyone smile.



Lion Class have been learning...

Welcome back everyone to a new term! This week Lion class have already completed some amazing learning and have been working hard across subjects. In Maths we have been developing our number knowledge, exploring numbers 11-20. We have been learning about tens and ones in numbers using dienes, ten frames, numicon and bead strings to understand this concept. We have learnt that in the number 19 for an example, there is 1 ten and 9 ones.

In Science we have been learning about the different parts of a plant and their purpose. Helen said, "the stem carries water to the leaves." Noah wrote the "roots help keep the plant in the ground." To complement our learning Lion class took part in an eco workshop on Wednesday, learning how green spaces, flowers and plants help humans and the importance of coexisting with our environment. Each child created a seed ball consisting of soil, flour, water and seeds. Children have thought about good places to plant their seeds and know with care and nutrients they will begin to grow!



STARS OF THE WEEK FOR DEMONSTRATING:

Kindness

PANDA CLASS

Nairah for working hard in her lessons and showing fantastic listening.

Adi for asking for help and working with his peers to overcome challenges.

LION CLASS

Beau: For being polite to others and showing great listening.

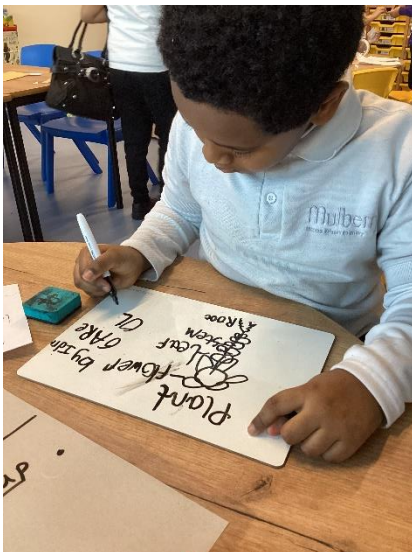
Amaara: For having a wonderful smile and always willing to help others.

Panda Class have been learning...

Welcome back! Panda have got stuck in with all their learning opportunities this week. You wouldn't believe it was only our first week back. They have enjoyed participating in a Science workshop learning about our urban environment and how we live in a biodiversity with wildlife, plants and people. We all have a part to play from recycling, the impact of littering, growing nature and enjoying greenspaces. Pupils took home their own seed balls where they can throw the seed balls into suitable green spaces and watch it grow flowers and plants during Spring.

The class have really enjoyed having an airport as our role play provision. There are endless opportunities for children to consolidate their learning from all areas of learning. Florence confidently announced, "Welcome to the South American Plane" then Mabel said, "I'm going to travel on your plane, where can you take me?", with support from an adult we looked at an atlas and applied our maps skills and understand of using a contents page to help us find the countries in South America. Mabel happily came to the decision and asked, "can you take me to Peru because that's where Paddington Bear comes from?".

Well done to majority of the class for bringing in their reading wallets every single day! Let's keep it up.



EVERY DAY MATTERS

SCHOOL + YOU = SUCCESS



Our GOLD Class Attendance are our classes who have 97+ attendance for a whole week

Our SILVER Class Attendance are our classes who have 95-97% attendance for a whole week

Our BRONZE Class Attendance are our classes who have 90-95% attendance for a whole week.



GOLD Attendance goes to:

SILVER Attendance goes to-

BRONZE Attendance goes to

Keep trying your best:

- Tiger Class
- Elephant Class
- Blue Whale Class
- Lion Class
- Panda Class

Wake up Wednesday –
Online Safety click here
[Keeping Children Safe Online – Mulberry Wood Wharf](#)

At The National College, our [WakeUpWednesday](#) guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Formally delivered by [The National Safety](#), these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.org](#).

What Parents & Educators Need to Know about WORRY AND ANXIETY

Worry and anxiety are common emotions experienced by children, often triggered by uncertainty or fear. While worry involves concern about future events, anxiety is a persistent feeling of dread or apprehension. Current statistics indicate a rising prevalence of anxiety disorders among children, and this guide has some expert advice on understanding and addressing these concerns.

UNDERSTANDING WORRY AND ANXIETY

Worry and anxiety are emotional responses to stress or uncertainty. Worry is typically associated with cognitive rumination, often involving repetitive thoughts about potential negative outcomes. Anxiety, on the other hand, is characterized by feelings of fear, apprehension or unease. Both can manifest physically through symptoms such as restlessness, fatigue or muscle tension. Understanding the distinction between worry and anxiety is essential for effectively addressing these concerns in children.

WHAT ARE THE RISKS?

LONG-TERM CONSEQUENCES
Unresolved worry and anxiety in childhood can have potentially lifelong impacts on a person's mental health and wellbeing. Chronic anxiety may increase the risk of developing mental health conditions later in life, such as depression, bipolar disorder or personality disorders. It can also impact self-esteem, confidence and overall resilience. It's essential to address these concerns proactively and provide appropriate support and intervention.

THE EMOTIONAL TOLL
The emotional impact of worry and anxiety on children can be significant, affecting their overall quality of life and wellbeing. Children experiencing chronic worry or anxiety may struggle with concentration, memory retention and social interactions. They may also experience physical symptoms such as headaches, stomach issues and fatigue. Addressing these concerns early on can help prevent long-term emotional distress and promote healthy coping strategies.

DIFFERENTIATING WORRY FROM ANXIETY

While worry and anxiety share similarities, it's important to recognize their distinct characteristics. Worry tends to be more focused on specific concerns about possible trouble – anxiety tends to be more generalized and persistent. Worry may come and go depending on circumstances, whereas anxiety can linger regardless of the situation. It's essential to recognize when a child's concern goes into the latter, as anxiety can significantly impact their daily functioning and wellbeing.

ACADEMIC & SOCIAL IMPACTS

Impacts on the academic performance and social interactions of children and young people are very possible. Frequent worry or anxiety can lead to decreased concentration, difficulty completing tasks and increased absenteeism. This can hinder their academic progress and overall development. Addressing these concerns early on can help children and young people to build social confidence and to engage with opportunities and foster positive relationships, ultimately leading to feelings of inclusion and acceptance.

Advice for Parents & Educators

ENCOURAGE OPEN COMMUNICATION

Parents and educators can foster a supportive environment by encouraging children to express their worries and anxieties openly. Active listening and acknowledging young people's emotions can help them feel understood and supported. Encourage the children to identify specific concerns. Regular check-ins and discussions about their feelings can promote healthy coping strategies and strengthen communication bonds.

CREATE A SUPPORTIVE ENVIRONMENT

Parents and educators play a crucial role in creating a supportive environment that promotes emotional wellbeing. Establishing clear boundaries, providing predictability and offering reassurance can help reduce anxiety and create a sense of security for the child. Foster a culture of empathy and understanding, where children feel safe enough to express their emotions and seek help when needed.

TEACH COPING STRATEGIES

Equipping children with effective coping strategies is essential for managing worry and anxiety. Encourage the use of relaxation techniques such as deep breathing, mindfulness or progressive muscle relaxation to calm anxious thoughts and promote a sense of control. Additionally, teaching positive self-talk and problem-solving skills can help children develop resilience and confidence in managing challenging situations.

SEEK PROFESSIONAL HELP

Recognizing when to seek professional help is vital for addressing significant or persistent worry and anxiety in children. Early and appropriate intervention can greatly benefit the child's mental health and overall wellbeing. Consult with a mental health professional. Early intervention can prevent long-term consequences and promote positive outcomes for children's psychological wellbeing.

Meet Our Expert
Aileen Gilbert is Assistant Vice-Principal for Personal Development of Personal Development School and works on placement one day a week for whole school, which collaborates with children in improving their mental health providers.

WakeUpWednesday | The National College

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Source of this guide is as at their own discretion. No liability is entered into. Current as of the date of release: 17.01.2024

Attendance Ladder

How close is your child to 100%?

0 days off school	100%	Perfection
Equates to 2 days off school each year	99%	Excellent
Equates to 5 days off school each year	97%	Good
Equates to 10 days off school each year	95%	Slight Concern
Equates to 20 days off school each year	90%	Concerned
Equates to 30 days off school each year	85%	Very Concerned



Dates for your diary:
 14.01.25: Blue whale offsite visit
 15.01.25: Tiger Class offsite visit
 14.02.25: End of half term



Phoenix Outreach Dads Group

Eating and Sleeping

A session for Dad's to come along and discuss areas of challenge in eating and sleeping provide strategies to support sleeping and eating difficulties



For session reminders please email training@phoenix.towerhamlets.sch.uk

Training Suite 2
 Phoenix Upper School,
 South Building, Paton
 Close,
 E3 2QD



9:30am - 10:30am

Friday 17th January
 2025



Tower Hamlets Parent and Family Support Service Parenting programmes

Parenting programmes are a source of support for all parents and offer an opportunity to share experiences, develop an understanding of child development, build positive relationships and learn to deal with challenging behaviour.

PROGRAMME	AGE RANGE	INFORMATION
Strengthening Families Strengthening Communities (SFSC)	2-18 years	Aims to increase parental self-esteem and confidence and reduce child behavioural difficulties. Five sessions, shortened version adapted for online. Also available in Bengali and Somali. Evening programme in English. Thirteen weekly sessions.
Triple P Teen	12-18 years	For parents to build positive relationships with their teenager or for those who have concerns about problem behaviour, non-cooperation and aggression or wish to prevent behavioural problems from developing. Nine weekly sessions.
Triple P Group	2-11 years	For parents who wish to build positive relationships with their child, increase self-confidence and develop their skills and techniques for dealing with difficult behaviour. Eight weekly sessions.
Triple P Family Transitions	All parents	For parents who are experiencing personal distress after separation or divorce, which is impacting on their parenting. Six weekly sessions.
Triple P Online	2-11 years & 12-18 years	An individual online programme for parents to access and complete at their own pace. Practitioner support and guidance to complete the programme is available on request.
Emotional First Aid	All parents	Offers an overview of mental health and wellbeing in relation to parenting. Learn strategies to manage anxieties, identify stress factors, gain a better understanding of ourselves and promote a healthier sense of wellbeing. Six weekly sessions.
Speakeasy	5-18 years	For parents to develop the skills and confidence to talk to their children about growing up, relationships and keeping safe. Explores how Relationship and Sex Education (RSE) is taught in schools and the influence on children from media and peers. Four weekly sessions.
The Parent Factor in ADHD	5-16 years	A programme for parents with children diagnosed with attention deficit hyperactivity disorder (ADHD). The course will cover information to help understand the diagnosis and treatment, strategies to support your child and manage difficult behaviour and how to advocate on your child's behalf within the education system. Nine weekly sessions.

Triple P discussion groups

For parents of children aged 2-11 years

- Encouraging positive behaviour
- Managing fighting and aggression
- Developing good bedtime routines
- Hassle-free mealtimes with children

For parents of children aged 12-18 years

- Coping with teenagers emotions
- Reducing family conflict
- Getting teenagers to co-operate
- Building teenagers' survival skills

Get in touch

For all inquiries email: [Email: parenting@towerhamlets.gov.uk](mailto:parenting@towerhamlets.gov.uk) Tel: 020 7364 6398
 To book a place or to make a referral download a referral form, scan the QR code or click or visit www.towerhamlets.gov.uk/parentingprogrammes



www.towerhamlets.gov.uk/parentfamilysupport



LIVE IN TOWER HAMLETS?

Toynbee Hall can help you with applications for welfare benefits, including the completion of forms such as:

- PIP-Personal Independence Payments
- AA-Attendance Allowance
- DLA- Disability Living Allowance for disabled children

To book an appointment please:

Email- advice@toynbeehall.org.uk

Or ring 020 7392 2953 Monday 2-4pm & Wednesday 10-12am

Families matters link here:
[School Newsletter – Mulberry Wood Wharf](#)