



WESTFIELD NEWS

Friday 17th January 2025

Contact: 0113 250 3395 or email office@yeadonwestfieldjuniorschool.co.uk

Dates for your Diary

Tuesday 11th February

Muddy Puddle Day - Year 5 & 6

Friday 14th February

Break up for Half Term

Monday 24th February

Training Day (children not in school)

Tuesday 25th Febraury

Children return to school

Thursday 6th March

World Book Day - more info available soon

Friday 4th April

Break up for Easter holidays

Tuesday 22nd April

Children return to school

Awards w/e 10.01.25

Owls



Dexter W
Leo H

Aidan
Sienna
Meredith J
Amber K

Jack F
Ethan B
Lainey-Blossom S
Emily A

Jack D
Erin T

Golden Stars



Annabelle H
Noah W
Jacob C
Hope C
Finlay A

Hannah
Inara
Sarah
Sophia
James P
Charlie B
Benjamin F
Amber K
Chloe M
Sienna P

Juno H
Thomas F
Mason M
Eva T
Marco D-R
Jacob D
Aidan D
Connor H
Charlie M
Stanley O'C

Ava F
Evelyn G
Cruz H
Lucas J
Rhys P

Mrs P's Work of the Week

Outstanding work of the week awards for 10.01.25 goes to -

George L, Mia C, Sarah, James H, James W, Lucy H, Rhys P

View the work in the display cabinet under the canopy in the playground.

SCHOOL NEWS

YEAR 5/6 enjoyed ukulele lessons this week with some of the 36 new instruments the school has recently purchased. The children will be using these for music lessons from now until the end of the year.



DONATIONS towards our SEND provision would be most welcome if anyone has any of the following to spare, please drop off at reception -

Heavy duty crates, Duplo, Playmobile people, dressing up clothes, KS1 reading books and Plastic food.

We are also welcoming tins of cat food for Prickly Pigs Hedgehogs.

Thank you in advance!

Website Videos

<https://www.yeadonwestfield-jun.leeds.sch.uk/>

Other staff may have uploaded videos and slideshows not mentioned here. They will have informed the children involved in them.

Year 4 have been investigating materials and trying to decide whether they are solids, liquids or gases. There is a slide show of them in action viewable at **About Us – Curriculum – Science** or by selecting the image below:







Year 4I have also been creating 'Persona Poems' about animals, which they then performed to their class. Their performances can be seen at **About Us – Curriculum – English**, or by selecting the unicorn below:



SOME TIPS FOR HELPING YOUR CHILD MANAGE THEIR EMOTIONS, USED AT SCHOOL BUT THESE STRATEGIES CAN ALSO BE USED AT HOME -

Tools to help your child to regulate their emotions in each Zone

The **ZONES** of Regulation®

| | | | |
|--|---|--|--|
|  |  |  |  |
| <p>BLUE ZONE</p> <ul style="list-style-type: none"> Sad Sick Tired Bored Moving Slowly | <p>GREEN ZONE</p> <ul style="list-style-type: none"> Happy Calm Feeling Okay Focused Ready to Learn | <p>YELLOW ZONE</p> <ul style="list-style-type: none"> Frustrated Worried Silly/Wiggly Excited Loss of Some Control | <p>RED ZONE</p> <ul style="list-style-type: none"> Mad/Angry Terrified Yelling/Hitting Elated Out of Control |

The Zones can be likened to traffic lights:

Green: you are 'good to go!'

Yellow: slow down or take warning

Red: stop and regain control

Blue: rest area where you pull over when you're tired and need to recharge.



UNDERSTANDING ZONE TOOLS:



Blue Zone tools: help wake up our bodies, feel better and regain focus.

Green Zone tools: help us stay calm, focused and feeling good. These are often proactive strategies.

Yellow Zone tools: help us regain control and calm ourselves.

Red Zone tools: help us stay safe and start to calm down.

These 'tools' aren't just for school: they can be used at home too so you can help your child to regulate (manage) their emotions.

Read through some of the strategies below to decide what would go in **your** Zones of Regulation toolkit? Think about:

- What helps you to calm down when you are stressed?
- What helps you to focus when you are tired?
- What do you do to calm down when you are angry?

Different tools work for different people. Can you help your child choose what works for them when they need to move from one zone to another?

Sensory tools include anything which you can see, touch/feel, smell, hear or taste. They also are things which encourage you to move, such as

- Having a bear hug
- Using a wobble cushion
- Using a weighted toy or blanket
- Ear defenders / headphones
- Blowing bubbles
- Watching changing coloured lights
- Soft, dimmed lighting

- Fidget and squeezable toys or putty
- Smelling relaxing scents like Lavender
- Eating chewy food
- Swinging or rocking
- Eating a strong mint
- Wall push-ups
- Sucking a smoothie or milkshake through a straw
- Roll on a balance ball
- Listen to classical music
- Have a dance
- Jumping on a trampoline
- Having a nice warm bath
- Listening to bird / nature sounds
- Going for a walk or run

SENSORY TOOLS



Could you have a sensory box at home?

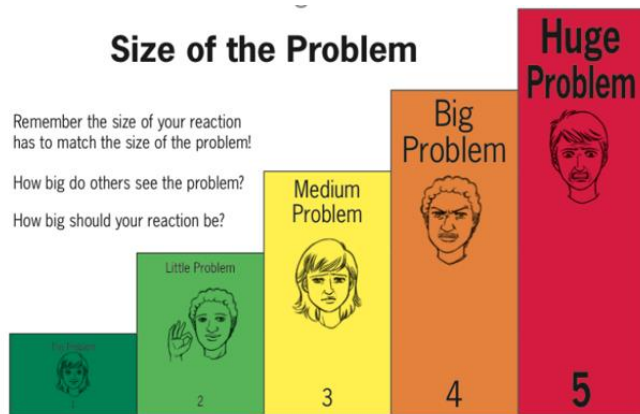
CALMING ACTIVITIES

- Puzzles
- Listen to Music
- Draw/Paint
- Origami
- Play-Doh/clay
- Read
- Stack Rocks



These include any activities which distract you or need you to focus to take your mind off worries and negative thoughts.

Thinking Techniques



These are strategies to challenge negative thoughts and help a child to deal with problems.

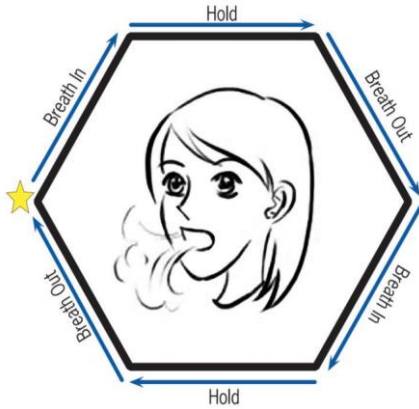
Make sure you frequently praise your child for having expected reactions rather than just pointing out the unexpected reactions.

Inner Coach versus Inner Critic

| Instead of.... | Try thinking.... |
|-------------------------------|--|
| I'm not good at this! | What am I missing? |
| I give up! | I just need to find the right way for me. |
| This is too hard! | This might take some time and effort. |
| I can't make this any better! | I will keep trying. |
| I can't do it! | I can't do it, yet. |
| I made a mistake! | Mistakes help me learn. |
| It's not good enough! | If I have tried my best, it's good enough. |

Breathing Techniques

Starting at the star, trace with your finger the sides of the hexagon as you take a deep breath in, feeling your shoulders rise as the air fills you. Trace over the next side as you hold your breath for a moment. Slowly breathe out as you trace the third side of the hexagon. Continue tracing around the bottom three sides of the hexagon as you complete another deep breath. Continue the Six Sides of Breathing cycle until you feel calm and relaxed.



Grounding Techniques

Grounding techniques can help someone who is extremely anxious or scared, has lost control and is struggling to calm down.

5-4-3-2-1 Senses

Identify:

- 5 things you see
- 4 things you hear
- 3 things you smell
- 2 things you can touch
- 1 thing you taste

5-4-3-2-1 Sights

If noticing each sense is tough right now, try an exercise just with sights. Create categories and have them name what they see. Here's an example:

- 5 colours I see
- 4 shapes I see
- 3 soft things I see
- 2 people I see
- 1 book I see



A-B-C Around the Room

This exercise will get the child connected with that place where they are right now. Have your child look around the room and name something they see that starts with A, then B, then C and so forth. See how far they can get through the alphabet and then check-in to see how they're feeling once they reach the end.

Object Focus

Keep some unique items on hand with different textures and colours. These could be sensory items, colourful rocks, snow globes or something else. Children can hold an item in their hands and fully focus on the item. Notice the colours. Notice the textures. How does it feel in my hand? How does it feel when I squeeze it? What colours do I see? Just notice everything there is to notice about the item!

'I am Here' Hand Trace

For this exercise, you'll need paper and a pencil, marker, or crayon. Children will trace a hand on the paper. You can take this a few different directions. Children can simply press the hand into the space on the paper and feel the connection between hand and table. Alternatively, they can use the space inside the hand to write things they see or describe the room.

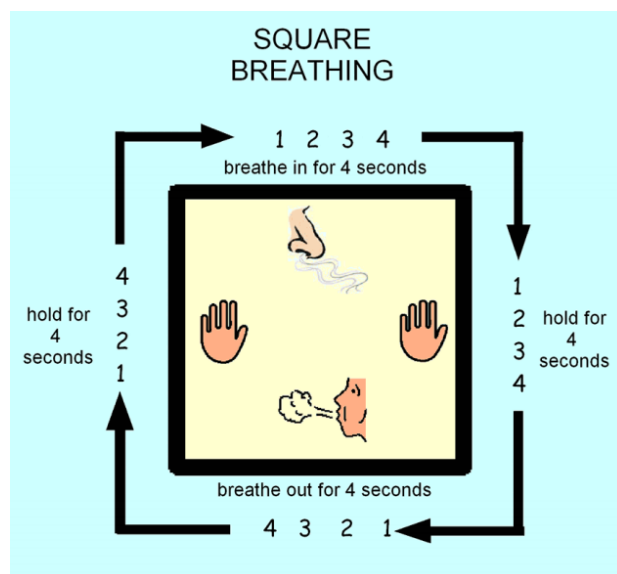
Reorientation

To re-orient to the moment, just have your child name facts about the moment. You can give them a card to keep with them to remind them of facts they can state and practice, practice, practice! It might sound like:


- My name is...
- I am in...
- Today is...
- The season is...
- The weather is...
- I am wearing...

Room Search


Pick one broad category and search the room. Name everything in the room that is green. How many stars can you find in the room? Say the type of shoe everyone in the room is wearing. Count the bricks on one wall.



Please see information below concerning Autism Arena's forthcoming webinars for parents and carers. All events are free, although some need to use a discount code from the Autism Arena newsletter, links for which, can be found at <https://autismarena.org.uk>



UPCOMING EVENTS



Speech & Language Therapist 21 January

online peer support Peer Support 4 February

Jo Gaunt, Author 11 February

Art therapy Peer Support 4 March

Sensory Integration Practitioner 11 March

Autism ARENA

COMMUNITY FUND

www.autismarena.org.uk



Autism ARENA

- ✓ Webinars
- ✓ Online peer support
- ✓ Individual consultations
- ✓ Reasonable adjustments
- ✓ SEND coffee mornings





 **irwinmitchell**

COMMUNITY FUND

www.autismarena.org.uk

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FEBRUARY HALF TERM HOLIDAY CLUB



Run by experienced teachers & sports coaches, our club provides a safe and fun environment for children to learn and play in the half term holidays!



Each day consists of fun swim, multi sports, arts and crafts and tea, building activities.

Ages 4 - 11 years, half days and full days available.

Children aged 4 can only stay for half a day.

Scan the QR code to book

email us at holidayclub@ingearcoaching.co.uk for further details

