

# TWERTON INFANT SCHOOL & NURSERY

Thursday 13<sup>th</sup> May 2021

 BookTrust

**pyjama  
rama**

Join your friends  
for a fun day in pyjamas.

On 14 May, wear PJs all day. Raise vital funds to help BookTrust ensure no child misses out on their bedtime story.

14  
May  
2021

**Wear pyjamas and  
enjoy lots of stories on  
Friday 14<sup>th</sup> May 2021**



Spread the word #pyjamarama

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# Dear Parents and Carers



## PJs and Books tomorrow

Tomorrow, Friday 14 May, we are asking children to wear their pyjamas all day long and bring in a £1 donation.

Schools up and down the country will be taking part to raise money for the UK's largest children's reading charity. BookTrust is dedicated to getting children reading and each year reaches 3.9 million families, providing books and support to help get children started on their reading journey.

Pyjamarama is about getting all children **reading** and helping them to **enjoy it**. Because if reading is fun, children will want to do it!

Here are some tips from BookTrust on reading together:

- Make time for reading at the end of a busy day – ten minutes is all it takes!
- Allow them to choose the book; they'll enjoy it much more that way.
- They'll love you getting involved in the story. Point at pictures, ask questions and don't be afraid to use different voices for different characters.
- If you are looking for inspiration on books to enjoy, take a look at BookTrust's latest recommendations at <http://booktrust.org.uk/books-and-reading>
- But most of all, have fun and enjoy this special time with your child.

Thank you for your support, we look forward to everyone enjoying a day in pyjamas **tomorrow**, Friday 14 May.

## Next Week is Walk to School Week



### How many days can you walk to school next week?

Walking has so many benefits from physical to mental wellbeing; aiding concentration and creativity and creating safer, less polluted and more welcoming streets. All that makes for happy, healthy children set up for success in and out of the classroom. You also can listen to the wonderful birdsong that seems to be everywhere, at the moment.

## LEAVES

The following children were recently awarded leaves:



### Ash Class (YR)

- **Reuben** for lots of reading and learning at home;
- **Sherhat** for trying his best all week and making good friends.

## Elm Class (YR)

- **Lilly-Rose** – for learning to blend to read;
- **Roni** – for working hard on letter formation and writing.

## Chestnut Class (Y1)

- **Gracie** for subtracting from 10 all by herself and having a positive attitude to learning;
- **Jacob Lewis** for being ready to learn and being really focused especially in Literacy and handwriting this week.

## Rowan Class (Y1)

- **Logan A** for solving missing number subtraction questions in maths this week;
- **Mckenzie** for solving subtraction problems and explaining his answers.

## Maple Class (Y2)

- **Angel** for answering so many questions in phonics and having such a positive and happy attitude this week;
- **Max** for drawing a detailed story map of his innovated story and fantastic Ukulele playing.

## Oak Class (Y2)

- **Ava F** - for growing into a confident and more fluent reader;
- **Mark** - for using his phonic knowledge to spell new words.

Well done to all the children who are trying really hard in school. Please do take with your children about what they are learning. This will help them because explaining something is a great way of understanding it better.

## Is your child getting enough sleep?

The return back to usual school routines has been tiring for us all – adults included. We have noticed a considerable number of children are struggling with tiredness during the day. Some are even having naps in their classroom. Young school children should be getting **at least 10 hours** sleep every night, and **ideally 12 or 13 hours**.



We appreciate that the last 12 months have affected many of our usual routines. Now the outlook is more positive, we encourage you to get your child into a regular routine at home so that they are getting plenty of sleep. Remember to switch off screens before bedtime (ideally an hour before) and put smart devices away. Do try to finish off the day with a bedtime story as your child settles into their cosy bed.

## Breakfast Club Available

This is open to children in Year 1 and Year 2 for parents who need it for childcare because they are working. It runs from 8:00am and is £1.60 per session. Please contact the office in advance to book a place.

## Toddlers Club

Our friendly Toddlers Club meets in the school hall on **Tuesday** and **Thursday** from **9am** to **10am**. It is open to any parent who would like to bring a toddler along. We have a maximum capacity of 15 adults and there is currently room for new parents to join the friendly club.

Miranda serves great tea and coffee and makes lovely toast too.

If you would like to attend Toddlers Club then please send an SMS request to the School **07786 201170** with the day and date you want to attend, using this format:

e.g.

- **Toddlers Tues 18 May**

Bookings are open from Monday morning each week and we will send an SMS to confirm whether you can attend the club.

## Key Dates

<b>Friday 28<sup>th</sup> May</b>	<b>Last day of Term 5</b>
<b>Monday 7<sup>th</sup> June</b>	<b>INSET Day</b> – school closed
<b>Tuesday 8<sup>th</sup> June</b>	<b>Start of Term 6</b> – children return & School Photos
<b>Tuesday 22<sup>nd</sup> June</b>	<b>Fire Service Visit</b>
<b>Tuesday 29<sup>th</sup> June</b>	<b>Parent Information Evening</b> for parents of new reception children
<b>Thursday 8<sup>th</sup> July</b>	<b>Going Up Day</b> – classes for 2021-22 announced
<b>Monday 12<sup>th</sup> July</b>	<b>Reports to Parents</b>
<b>Wednesday 21<sup>st</sup> July</b>	<b>End of Term 6</b> <b>Leavers Service &amp; Collection from 1:30pm</b>

The themes for this term's assemblies are:





## Six common sentiments around loss

# wise words

If you're worried about saying the wrong things to children, here are six common sentiments around loss that we've replaced to help you to help your children to share their feelings in a healthier way.

### **'Don't feel sad'** **It's ok to feel like that, it's perfectly normal'**

We don't want others to feel unhappy, so we encourage them to push sad, painful, or negative emotions away to focus on being positive and logical. For example, "Don't feel down, tomorrow is another day." The single largest source of emotional confusion in our society stems from the false idea that we somehow should not allow ourselves to experience sad, painful, or negative feelings.

### **'Replace the loss'** **Acknowledge their emotions**

When a child loses their favourite cuddly toy, a common response is, "Don't cry, we'll buy you a new one at the weekend." This reinforces the idea that if the child replaces the loss, it will fix everything, and they will feel better. In truth, they don't feel better, they just feel different. There is no need to fix a loss; children should be allowed to feel bad when their hearts are broken, and need to be heard without judgement, criticism, or analysis.

### **'Grieve alone'** **It's safe to talk**

Grieving in isolation is a learned behaviour and a result of social conditioning. What's the first thing you want to do when you get good news? Share it with others! Your natural impulse upon receiving sad or bad news is the same. You want to tell others you trust. But after a lifetime of being told "laugh and the whole world laughs with you, cry and you cry alone" you begin to lose the normal impulse to talk about sad or painful things with those you trust.

### **'Be strong'** **It's ok to show your emotions**

In attempting to "be strong" or "be strong for others," most people hide their own feelings. In effect, when we act strong that way and cover up our honest emotions, we are lying to those we interact with—not to mention that we may be lying to ourselves. Real strength teaches children how to communicate feelings, not bury them.

### **'Keep busy'** **Take a Moment**

Keeping busy is a way to distract the mind from what's really going on. The busier we are, the less we will feel the pain. Children can develop behavioural problems to accommodate the energy generated by the lack of acknowledgment of the emotions they are trying to communicate.

### **'Time heals all wounds'** **You need to take some action to get through this**

Time only passes, it does nothing. It is what we do within time that affects the quality of our lives. The false idea that time heals emotional wounds is based on a misunderstanding of the normal human reaction to losses of all kinds. As we adapt to the new, and usually painful reality of loss, we begin to be able to function a little better. With that comes the illusion that time has healed us, but all that's really happened is that we're adapting to the loss but still have unfinished business.

# Guidance for Parents and Staff on COVID Testing

The school received the following information from BANES recently to clarify which type of test should be used when. The guide also gives clarity on when a person should isolate.

<https://twertoninfant.files.wordpress.com/2021/05/which-test-when-for-ey-settings.pdf>

Which Covid-19 test should be taken when? Quick guide for Early Years Settings  
Correct as of 28/04/2021

Person (child, parent or staff) has <b>symptoms</b> which might be Covid-19	→	<b>Takes PCR test</b> (NB Not a Rapid Test)	→	<b>PCR result is positive</b> No further testing needed	→	<b>Stays away from setting until their self-isolation period is completed and they are feeling well</b>	→	<b>Returns to setting</b>
Person has <b>symptoms</b> which might be Covid-19	→	<b>Takes PCR test</b> (NB Not a Rapid Test)	→	<b>PCR result is negative</b> No further testing needed	→	Stays away from setting until they are feeling well	→	<b>Returns to setting</b>
Person self-isolating, as a contact of someone who has Covid-19, <b>develops symptoms</b>	→	<b>Takes PCR test</b> (NB Not a Rapid Test)	→	<b>PCR result is positive</b> No further testing needed.	→	<b>Stays away from setting until their self-isolation period is completed and they are feeling well</b>	→	<b>Returns to setting</b>
Person is self-isolating as a <b>contact</b> of someone who has Covid-19, <b>does not have symptoms</b>	→	<b>Takes PCR test</b> (NB Not a Rapid Test)	→	<b>PCR result is negative</b> No further testing needed.	→	<b>Stays away from setting until self-isolation period is completed</b>	→	<b>Returns to setting</b>
Person with <b>no symptoms</b> takes a routine Lateral Flow Test (Rapid Test)	→	<b>LFT result is positive</b> Person, household and contacts self-isolate	→	<b>Takes PCR test within 2 days</b> (NB Not a Rapid Test)	→	<b>PCR result is positive</b> No further testing needed	→	<b>Stays away from setting until self-isolation period is completed and they are feeling well</b>
Person with <b>no symptoms</b> takes a routine Lateral Flow Test (Rapid Test)	→	<b>LFT result is positive</b> Person, household and contacts self-isolate	→	<b>Takes PCR test within 2 days</b> (NB Not a Rapid Test)	→	<b>PCR result is negative</b> Person, household and contacts can stop isolating	→	<b>Returns to setting</b>
Person with <b>no symptoms</b> takes a routine Lateral Flow Test (Rapid Test)	→	<b>LFT result is negative</b>	→	<b>Returns to setting</b>				

**N.B. Do not send your child to school if they or any member of the household has a high temperature, new continuous cough or a loss/change of taste or smell.**

**If your child or anyone in your household has any of the COVID-19 symptoms, then everyone in the household needs to isolate until the symptomatic member of the household has had a PCR test and a negative result has been returned.**

**Please contact the school if your child is unwell and cannot attend school.**

You can send us an SMS message to: **07786 201170**

School telephone numbers: **(01225) 423526 & 314745**