

# Trewirgie Infants' & Nursery School

Part of Truro and Penwith Academy Trust

Newsletter – Friday 19<sup>th</sup> January 2024



*We care, we help, we succeed. Ni a with, Ni a weres, Ni a sewen.*

This week in the Nursery we have been using our story map to retell the story Walking Through the Jungle. The children are able to retell the story independently and enjoy acting out the story in the hall moving and controlling their bodies. We have also started to explore 'pattern' and have been sorting pattern socks and printing different shapes. Finally the cold temperatures have meant that we are able to continue exploring the frost and ice, even having the opportunity to drawing in the frost.



The reception children had an exciting mystery visitor this week! A cheeky gingerbread man stole the delicious gingerbread that the children made! The children enjoyed mixing the ingredients and baking gingerbread biscuits. Unfortunately, a gingerbread man crept in at lunchtime and hid them! He left the children some clues as well as some video messages about what he was getting up to. On Tuesday we learnt that he had taken Fred, our Read Write Inc. frog and held him captive. The only way to release him was to work out the passcode. The children worked hard to crack the code and we are pleased to announce that Fred is back where he belongs! We are looking forward to more mischief next week!



This week in Geevor, we made popcorn and then came up with lots of adjectives to describe the sound, smell and taste.



This week in Year 1, the children have been scientists (specifically observers, doctors, engineers, taste testers and detectives). As part of their learning about senses, they had to look closely at popcorn, listen to it pop and learn about how our ears work, design a package to keep it feeling crispy, smell, taste and vote for different flavours



This week in geography, year 2 have enjoyed learning how to read and use a compass to locate the 4 main cardinal points. They used their compass knowledge to describe where the 7 continents were in relation to each other and to give each other directional challenges.



This week, Dolcoath have enjoyed Mr Hughes bringing in his Guitar and singing 'Big Red Combine Harvester' and 'Cornwall My Home'. In year 2, pupils have been excelling in their understanding of the 10 times table, using arrays and repeated addition to represent their sums.



This afternoon in Go Cornish Club, the Kryw Kernewek listened to James Churchfield on BBC Cornwall interview Max Morrison who is Redruth Town Council's new town crier. He is looking for designs for his new coat. Here are some ideas for the artist Tony Minnion to try to incorporate with some Cornish thrown in their too. Max's teachers from Trewirgie also have some other ideas which hopefully they will submit.



# Cornish Word of the Week

As part of the Go Cornish Scheme, we are teaching everyone some Cornish words and phrases. Each week we will add a new word or phrase to the newsletter which you may like to use at home.

This week's word is: Run - **ponyans**



## Makaton sign of the week



## Dates for your Diary

Tuesday 23<sup>rd</sup> January – Year 2 walk to Carn Brea

Wednesday 24<sup>th</sup> January – Year 1 trip to Crenver Grove – Payment & lunch booking on the App.

Wednesday 31<sup>st</sup> January – Year 1 Town Trip.

Wednesday 7<sup>th</sup> February – RLG Dance event.

Friday 9<sup>th</sup> February – Junior School inset day – Infants' school OPEN.

12<sup>th</sup> – 16<sup>th</sup> February – Half Term – School CLOSED.

St Piran's Day – Pasty lunch – book on the App.

Thursday 7<sup>th</sup> March – World Book Day

## Attendance

The class with the best attendance this week goes to

Class 1

Well done!

## Learners & Superstars!

	Learner	Superstar
Class 1 – King Edward	Harry for putting in great effort, especially in writing. We've noticed he's become more confident in sharing his ideas on the carpet and is always wanting to try his best. Well done!	Alfie for his kindness and helpfulness towards adults and friends. He also showed impressive acting and confidence during RE. You really have wowed us this week, well done!
Class 2 – Wheal Uny	Charlie W for his super independent writing during Independent Learning to reply to our messages from the Gingerbread Man. He has been quick to learn his sounds and red words in Read Write Inc and apply these to his own writing. Brilliant effort Charlie!	Nahla has shown enormous enthusiasm for our Adventures topic so far. She has been very excited for our Gingerbread Man messages and has spent lots of her own time writing notes to reply to him and baked gingerbread men at home!! Well done Nahla!
Class 3 – Robinson	Jowan has impressed all of the teachers in Reception this week for his fantastic writing and his positive attitude to learning. You have blown us away with your learning Jowan and we are very proud of you!	Gabriel for how well he has already settled into Robinson Class life. It has been lovely to see your passion for reading, your super subitising skills but most of all it has been great to see you smiling throughout your first week at Trewirgie!
Class 4 – Wheal Basset	Alba has been a reading super star this week. She has worked hard in RWI and has been enjoying reading. Well done Alba!	Kobe has been doing super sitting on the carpet this week and has been really engaged during learning times. Well done!
Class 5 – Grenville	Israel for having a great first week and impressing with his reading and maths skills.	Mya for being really resilient and super helpful in the classroom.
Class 6 – Pednandrea	Freya for being curious and interested in investigating popcorn in Science.	Nara for showing more confidence in class.
Class 7 – Carn Brea	Reggie for his Read Write Inc. work with Mrs Clarke.	Daniel K for always following our school rules.
Class 8 – Dolcoath	Emmi has produced some amazing writing this week, showing resilience and perseverance. Well done, Emmi!	Elowen gives everything in every single lesson and is never afraid to pop her hand up and have a go. Well done, Elowen.
Class 9 – South Crofty	Sam for his determination and perseverance to succeed in all his learning but especially maths this week.	Lily-Mae for being a kind and thoughtful learning buddy to her friends.
Class 10 Geevor	Star of the week: Harley B for his amazing segmenting and blending in his reading this week!	



### Potential conversation starters:

- *You don't seem your usual self today. Would you like to talk about anything?*
- *You look sad/worried today. Do you want to have a chat about it/is there anything I can do to help?*
- *You said something interesting in circle time about how you felt when... How do you feel about it now?*

### Points to remember:

- Find an appropriate time and relaxed place to have the conversation.
- If a child discloses, offer empathy, invite them to talk in a safer, more private setting and talk to your designated safeguarding lead (DSL) for advice about how the situation should be managed.
- If you invite a young person to tell you their personal issues, be clear what you will do with this information. Consider how you will respond if asked 'not to tell anyone'.
- Sit on a low chair if you can – so there is less height difference and you will be more approachable.
- Check with the child if there are other trusted adults (parents, the wider family, and teachers) or friends they have talked to or could talk to.
- Listen carefully, be patient and friendly and give your full attention.
- Check your body language so that the child knows you are focusing on them.
- Take what they're saying seriously. Don't over-react but don't try to minimise or dismiss what they are saying. Ask open questions to encourage them to talk.
- Be calm and acknowledge their feelings.
- For young children drawing, modelling or playing with toys while the conversation is progressing can be helpful.
- Offer empathy and understanding rather than solutions. When a child receives empathy they begin to develop trust.
- Remember we are all different and children will respond in their own unique way to their experiences.
- Remember that children with SEND (special educational needs & disability) may struggle even more to articulate their feelings and thoughts and may need extra support. See this factsheet from I CAN which outlines techniques to help children with speech, language and communication needs and includes useful general guidance.

**Note:** When protecting and supporting children, there are always limits to confidentiality. Talk to your designated safeguarding lead (DSL) if you are at all concerned and follow your school's safeguarding policy/procedures. Make sure the child knows you may seek advice or guidance from other professionals.