

30th January, 2026



# Wicklewood Weekly



Year 5 pupils took part in a Maths Café focused on fractions. They explored how fractions can be represented in different ways and used Cuisenaire rods to help visualise and compare them. The session encouraged discussion, hands-on learning, and deeper understanding as pupils worked collaboratively to solve problems.



Please ensure children walk through the designated areas and do not run through the car park—thank you for helping us keep everyone safe.

Please make sure you use the school car park, church or village hall. Please do not park on the road.



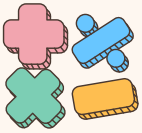
A big thank you for all the amazing wet play donations we've received so far. The children have loved using them this week, and we are still accepting donations.

## Every Day Matters



It is a statutory requirement for children to attend school every day.

**This week's winners are...  
Starling Class with 99%!**



## Maths Cafés

Year 6

Tuesday 12<sup>th</sup> February, 2:40pm

Year 3

Tuesday 10<sup>th</sup> February, 2:30pm

These Maths Cafés are a great opportunity for parents and carers to learn more about how children are taught maths in school and to pick up practical ideas for supporting learning at home.



Dates:

4 Feb–11 Feb–Scholastic Book Fair, after school in the Hall

13 Feb–Half-term begins

24 & 25 Feb–Spring term parents evenings

27 Feb–Year 3 Banham Zoo trip

5 Mar–Year 6 Cambridge Zoology Museum trip

5 Mar–World Book Day (dress up as a book character)

11 Mar–Year 5 Norwich Cathedral trip

17 Mar–Year R Gressenhall trip

17 Mar–Whole School Drama Workshops

25–27 Mar–Year 4 Bawdsey Residential

27 Mar–End of term

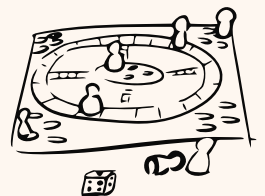
13 Apr–INSET Day

14 Apr–Summer Term begins



## Parent Consultations

We are pleased to announce that bookings for parent consultations will open on Monday via Arbor. This provides an important opportunity to discuss your child's progress and development with their teacher. We encourage parents to log in to their Arbor account promptly to secure a suitable appointment, as availability may be limited.



## Club Update

We currently have spaces available in the Gardening Club (all year groups), the Board Games Club (Years 2–6), and the Drawing Club (KS2).

Mr Kirton is currently running a book club for KS2. Here, children read a range of exciting and new books and discuss themes. There are still spaces available – if you are interested in this club, please let the office know!

# COME TO OUR BOOK FAIR

AND FIND YOUR NEXT FAVOURITE READ!



Don't forget to come to the Scholastic Book Fair next week!

Starting on Wednesday after school for a week.

Details about payments and books can be found online. Please see below.

Discover books from **£2.99**

## MORE NEW BOOKS YOU'LL LOVE!



Includes 4 free mini figures!

All books subject to availability.

**DISCOVER MORE BOOKS ONLINE!**

[www.bookfairs.scholastic.co.uk/bookcases](http://www.bookfairs.scholastic.co.uk/bookcases)



### Payment at our Book Fair

Please check with your school for the best way to pay for your books

- You may pay by card at the Fair via card reader machines if your school has one or by using the online payment link at [www.bookfairs.scholastic.co.uk/pay](http://www.bookfairs.scholastic.co.uk/pay) and simply selecting your school from the drop down menu.

- Pre-paid gift vouchers are available in £5, £10, £15, £20 and £25. Go to [www.bookfairs.scholastic.co.uk/gift-vouchers](http://www.bookfairs.scholastic.co.uk/gift-vouchers) to buy vouchers for your child before the Fair.

### HELP EARN FREE BOOKS

Scholastic is one of the largest providers of free books to schools via our Reward scheme which helps to ensure that as many children as possible have access to books that support reading for pleasure. Every time you buy from the Book Fair, you help to make a difference by supporting literacy in your child's setting. Last year, with your help, we gave over £5.3M worth of free books to schools nationwide, which stocked school libraries and classrooms.

# 10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

## 1. DESIGNATE A TRUSTED ADULT



It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.

## 2. MEET CHILDREN HALFWAY

Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.

## 3. FACTOR IN THEIR BASIC NEEDS

Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.

## 4. REMAIN PATIENT

If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.

## 5. BE 'A DYSREGULATION DETECTIVE'

While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit near, an unmet sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.

## Meet Our Expert

Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources Blog, where she shares activities, advice and recommendations for parents and teachers of children with SEND.



## 6. USE SUITABLE LITERATURE

There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content: ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.

## 7. TRY SENSORY RESOURCES

An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fibre-optic lights. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.

## 8. NURTURE INDEPENDENCE

If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.

## 9. MODEL GENUINE FEELINGS

Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you'll obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.

## 10. FORMULATE A PLAN

As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one; it's hugely important to know in advance what might help and what could worsen the situation.



# The High Oak Music Group

Do you like singing?

Do you fancy playing the Hand Chimes?

Are you learning to play a musical instrument?

Would you like to make music with other people?

## THEN READ ON...

The High Oak Music Group is for people of any age and experience who would like to make music together.

We play and sing for fun and sometimes play at local events. There is no fee to take part so nobody is excluded.

If you are interested then you are invited to a series of

**Just for children “Taster Sessions”**

**on Friday afternoons in January**

**from 4.30 – 5.30**

to give us a try and see if you like what we do.

The venue will depend on how many want to come

Bring a friend or a parent if you don't want to come on your own

If you would like to come to one or more of the sessions please contact me, the group's leader, and I will send you further information.

Katherine Gray 01953 604954

[thegrays1989@gmail.com](mailto:thegrays1989@gmail.com)