



Cavalry Primary School Weekly newsletter

11th October 2024



- Harvest celebrations
- Rockstars
- World Mental Health Day recommendations

LEARNING IN ACTION...

Reception

Our Reception pupils have been learning all about Harvest this week. We explored what it meant to donate to others through our Harvest Festival. We learnt about crops that were ready to harvest at this time of year and the role of our farmers in producing food. We have had some fabulous ideas for our independent learning, including a pumpkin harvesting machine designed from Mobilo, a tractor with three seats using crates, tyres and planks and some works of art depicting autumn.



LEARNING IN ACTION...

Year 4



In Year 4 this week, the children completed their first official practice run in readiness for the times table check they have in June.

Children have to answer 25 questions ranging from the 2 to 12 times table. The tricky bit is that there is only 6 seconds to answer each question!

Miss Bourlet and Miss Hunter are very pleased with the effort children are putting in to learning their tables so far! Keep it up!

Word Wizards:

This week the classes with the most **'words read'** in Y4/5/6 were:

Class - 9 (391,423)

Class - 11 (219,228)

Class - 14 (223,745)

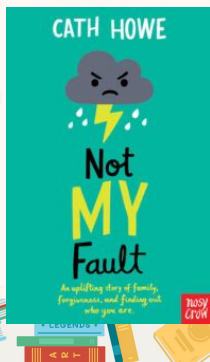


Phonics!



Fred says 'well done' to all of you who read your books to an adult at home! Practising at home really does make all the difference!

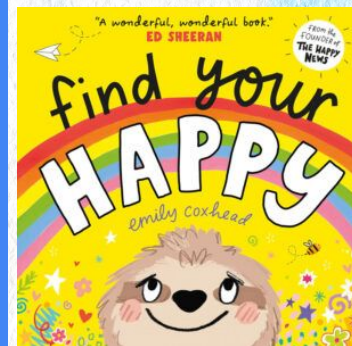
Have you read...?



Popular with KS2 readers, it addresses bottled-up emotions relating to life's ups and downs.

With World Mental Health Day this week, our reading recommendations this week aim to increase awareness, encourage dialogue, reduce stigma and develop real understand of mental health issues.

BRILLIANT BOOKS



A variety of emotions are highlighted in this book, including anger, worry and shyness. Each emotion comes with small tips and tricks that any individual child could easily use in real life to help make themselves feel better and to also help them embrace the emotion.

Brilliant books...

Attendance matters

We are aiming for 97% attendance.

This week, our classes with the highest attendance are...

KS1 - Class 2 97.59%

KS2 - Class 11 98.89%

WELL DONE

Download the poster [here](#)

At The National College, our [Worry and Anxiety](#) 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. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](#).

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 intellectual ruminations, while anxiety 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 crucial 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 anxiety disorders, depression or other mental health conditions later in life. Additionally, unresolved worry and anxiety can negatively impact self-esteem, confidence and overall resilience. It's essential to address these concerns proactively and provide appropriate support and intervention.

THE IMPACT ON CHILDREN

Excessive worry and anxiety can have profound effects on children's mental and emotional health. It may interfere with their ability to concentrate, sleep or participate in daily activities. Chronic worry and anxiety can also lead to physical symptoms such as headaches, stomachaches or difficulty breathing. Left unchecked, these concerns can escalate and potentially contribute to the development of anxiety disorders later in life.

DIFFERENTIATING WORRY FROM ANXIETY

While worry and anxiety share similarities – in that they both involve concerns about possible trouble – anxiety tends to be more constant and overwhelming. Worry may come and go depending on circumstances, whereas anxiety can linger regardless of the situation. It's essential to recognize when the former crosses into the latter, as anxiety can significantly impact a child's daily functioning and wellbeing.

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 feel overwhelmed, irritable or hopeless. They may also withdraw from social activities or avoid situations that trigger their anxiety, leading to feelings of isolation or loneliness. Addressing these concerns early can help prevent long-term emotional distress and promote healthy coping strategies.

ACADEMIC & SOCIAL IMPACTS

Impacts on the academic performance and social interactions of children and young people are very possible. Frequent worry or anxiety may impair concentration, memory and problem-solving skills, making it difficult for children to succeed in education. Anxiety can also hinder social development by causing children and young people to avoid social situations or to struggle with communication and interpersonal relationships, potentially leading to feelings of isolation or exclusion.

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. Actively listening and acknowledging young people's emotions can help them feel understood and supported. Regular check-ins and discussions about one's feelings can promote healthy coping strategies and strengthen communication bonds.

TEACH COPING STRATEGIES

Empowering 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 composure. Additionally, teaching positive self-talk and problem-solving skills can help children develop resilience and confidence in managing challenging situations.

CREATE A SUPPORTIVE ENVIRONMENT

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

SEEK PROFESSIONAL HELP

Recognizing when to seek professional help is vital for addressing significant or persistent worry and anxiety in children. If worry or anxiety significantly impacts a child's daily functioning, interferes with their relationships or academic performance, or causes significant distress, it may be necessary to consult with a mental health practitioner. Early intervention can prevent long-term consequences and promote positive outcomes for children's psychological wellbeing.

Meet Our Expert

Ardam Gillatt is Associate Vice Principal for Personal Development at Penitance Grammar School and works on a secondment one day a week for Minds Ahead, which collaborates with schools on improving their mental health provisions.



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Key dates and events

School Photographs - 15th October

Halloween Disco - Thurs 17th
October KS1 5-6pm, KS2
6.15-7.15pm

Reception Book Look - 23rd Oct
3.30-4pm

Parent's Evening - 23rd Oct (5-7pm)
and 24th Oct (3.30-6pm)

Half term - October 28- Nov 1st

PTFA meeting - Nov 11th 5.15pm

Thought for the week



“There is always,
always something
to be thankful for.”

Cavalry
Website



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