



Dear Parents and Carers,

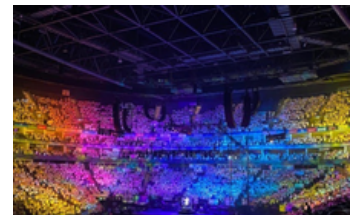
We have had an incredibly eventful and enriching week at Willow Bank Primary School, with exciting learning experiences and significant commemorations taking place.

**Redwood Class Visit to the Museum of Natural History** This week, Redwood Class embarked on an exciting trip to the Museum of Natural History in London as part of their geography Big Question: Why do natural disasters happen in certain parts of the world? The children explored various exhibits linked to their studies and had the unique opportunity to experience first-hand what it feels like during an earthquake. This hands-on learning experience helped deepen their understanding of natural disasters and their impact on different regions of the world.



**Commemorating International Holocaust Memorial Day** on Wednesday morning, Mr. Poole led a poignant assembly marking the 80th anniversary of International Holocaust Memorial Day. The children learned about the significance of this day and reflected on its importance. In addition, we are immensely proud of our Year 6 students who submitted artwork for an exhibition at the Heritage Gallery, Greenwich University. The exhibition, themed For A Better Future, showcases multi-media artworks from schools and organisations across Greenwich and Bexley. It is a privilege to have our students' work displayed in such an important public exhibition.

**Young Voices Concert at the O2 Arena** On Friday, 24th January, our school choir took part in the Young Voices annual concert at the O2 Arena, Greenwich. This incredible event brought together thousands of young singers from across the UK and beyond. The children sang beautifully, representing Willow Bank with pride and enthusiasm. It was a long but rewarding day, and we are incredibly proud of their dedication and performance in front of a packed audience of family and friends.



**Larch Class Sharing Assembly** This morning, Larch Class showcased their spring term learning in a wonderful sharing assembly. Their studies have focused on World War II, exploring their Big Question: How Did World War II Unfold? It was fantastic to see the children present their learning with confidence and enthusiasm. Thankyou to all the parents who attended and took the opportunity to look through their children's books. We hope you enjoyed learning more about their studies.

Thank you for your continued support. We wish you all a restful and enjoyable weekend.

Best wishes,  
**Mrs Oldfield and the Willow Bank Team**



## Year R

This week in science, We talked about how it is important to wash our hands with soap to get rid of the germs.

**You can try this experiment at home.**

You will need:

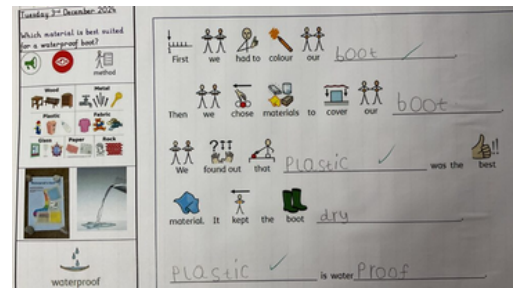
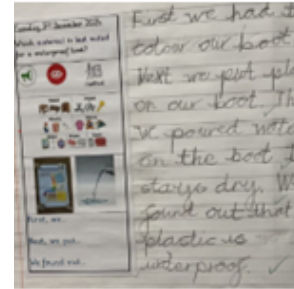
- Dish soap
- Pepper (this is the pretend germs)
- Plate of water

- 1) Put the dish soap in a bowl
  - 2) Sprinkle pepper on the plate of water.
  - 3) Put one finger in the soap and then dip the same finger into the peppery water.
  - 4) Watch what happens when the soap and germs mix.
- See how important it is to use soap when washing your hands.



## Year 1

In Year 1 we have been learning about everyday materials. We have found out about the key properties of materials and explored how these properties make them suitable. Our experiment was to find out which material would be most suitable for a waterproof boot. We found out that plastic is waterproof, and it will keep you dry!



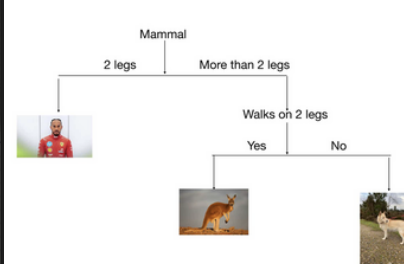
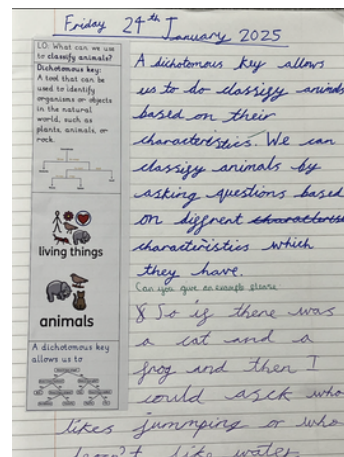
## Year 2

Year 2 explored the fascinating world of materials and their properties. Through hands-on investigations, the children tested a range of materials to discover which ones were waterproof. They made predictions, carried out experiments and carefully recorded their observations.



## Year 3

In Year 3, we have been looking at 'animals and living things.' Throughout this topic, we have been exploring different ways in which we can classify animals based on their characteristics. After identifying different animals and their characteristics, we then created our own dichotomous key.







## Year 4

This term in Year 4 Maths, children are mastering multiplying 2-digit numbers by 1-digit numbers. They are engaging in fun, interactive activities to strengthen their skills and build confidence with times tables. The children explored the question 'How does the digestive system break down and absorb the food we eat?' They then created their own models by using tights to represent the intestines and a bag as the stomach, they added water and biscuits to simulate how food is processed and digested in the body.



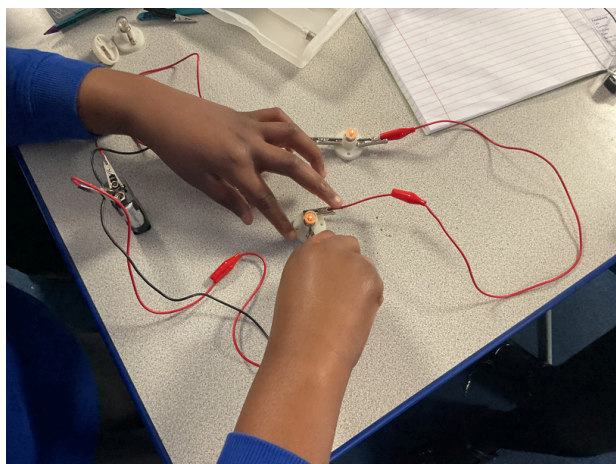
## Year 5

This term, Year 5 have been exploring the wonders of space! They've been learning about the solar system, planets, lunar phases, and how the sun and Earth move. Their curiosity about the universe has made them excited to find answers to their questions!



## Year 6

This half term Year 6 have been exploring the topic of electricity. We have been asking questions such as 'What is voltage?' as well as drawing and making our own series and parallel circuits with bulbs and buzzers!



OUR CORE VALUE FOR  
SPRING 1 IS  
KINDNESS

KINDNESS  
is a gift  
everyone can  
afford to give.

UNKNOWN

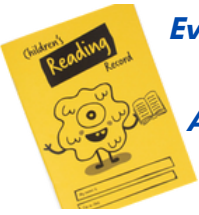
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**KS1 & EYFS Parent Reading Morning**

**Every Thursday from 8:40-9:10am**



**All parents and carers welcome!**



We are looking for Read with Me volunteers at Willow Bank! These volunteers will visit our Yr 1 & 2 classrooms and listen to our children read.

If you are interested in volunteering with us for 30 minutes or an hour each week, then please pop into the office to express your interest and pick up our application pack.



Well done	Our target is over 96%
Magnolia - 92%	Yew - 94%
Hornbeam - 93%	★ Redwood - 96%
	Almond - 95%
Hazel - 94%	Walnut - 95.5%
★ Larch - 100%	Sycamore - 88%
	

**School Reminder**

Children should not arrive earlier than 8.20am, for Bagel Breakfast club from 8.25am - 8.35am  
 School gates close at precisely 8:50am. After this time, entrance is via the school office and parents will need to sign your child/children in using the screen.

**A reminder that we have our Chance To Chat.**

As a school we provide ongoing support for the children’s wellbeing and mental health to which one of the methods is they can fill out a form while in school to express their worries. The form then gets placed in the ‘Chance to chat’ box where it will be addressed by the wellbeing team.  
 We also have an online form which is located on the school website named ‘Chance to chat’.  
 The children can complete the form if they are worried about something or need some advice? A member of staff will get back to the child at school.

Please copy the link below and paste in the search bar and it will direct you straight to the form.  
<https://forms.office.com/pages/responsepage.aspx?id=MvrWB2Z-r0qnuEuN-giOI1CAPQc0X4RFje43giTliLNUOE5BWUFISE40VjBXODZYRVFITLNXvzZYNCQLQCN0PWcu>



**Individual Learning Plans**

If your child has an Individual Learning Plan - please do not forget to create your log in using the letters that were sent home.

Once you have created your account, you will then be able to see your child's Individual Learning Plan and comment that you are in agreement or if you wish to discuss the targets further.

If you require support in setting up your Edukey account, please contact Mrs Gregory who will be happy to set this up with you.

<https://edukeyapp.com/account/login>

Thank you



**Bexley Voice follow up Parent Carer Survey - Spring Term 2025**

- We need your voice!
- Good or bad, how is your child progressing with the support that they are being given? How about your confidence levels that all the professionals are working together for your child? How much do you know about what the Local Area is doing to improve things for our SEN children? Can you see things changing for the better for our SEN children? Lastly, if your young people is aged 14 or over, how do you feel about the support they are getting to prepare for their transition to adulthood?
- Please tell us!
- Link to survey: <https://forms.gle/d2c8yahU1juF5JM17>
- Deadline: Friday 14 February 2025, 12 noon



**bexley Moorings project**  
supporting young people

<p><b>SOCIAL SKILLS / CONFIDENCE GROUP</b> 8- 17 years</p> <p>A weekly group for young people needing support around general social skills as well as more targeted work for those with suspected or diagnosed autism requiring low level or early intervention to develop their social interaction skills and communication. The aim of the group is to build resilience, confidence and social skills.</p> <p>Open referral including school, GP, parent/carers and social care.</p>	<p><b>FLARE</b> PARENT / CARER NETWORK</p> <p>This group is open to all parents and carers within the Bexley borough. As a FLARE member you will have access to regular training and workshops, all completely free.</p> <p>We will offer a listening ear, practical advice and signposting to local services.</p> <p>Contact us: <a href="mailto:flare@bexleymoornings.co.uk">flare@bexleymoornings.co.uk</a> or join us on Facebook: Bexley Flare Parent Group</p>	<p><b>EPEC</b> Empowering Parents Empowering Communities</p> <p>A variety of parent led courses and workshops which cover the following topics:-</p> <p>Being good enough, feelings, play, understanding behaviours, discipline strategies, listening and communicating, coping with stress. Courses run several times per year at various venues across the borough.</p> <p>To register your interest or for more information email: <a href="mailto:karen@bexleymoornings.co.uk">karen@bexleymoornings.co.uk</a></p>
<p><b>COGNITIVE BEHAVIOURAL THERAPY</b> 8-17 years</p> <p>This service is triaged through Bexley CAMHS. CBT is talking therapy with clear goals. The therapist and young person will collaboratively identify areas of difficulty on which to focus and help the young person to understand their thoughts, feelings and behaviours. This offers the opportunity to look at reacting in a positive way to challenges that they face now and in the future.</p> <p>Referral via CAMHS or Social Prescribing</p>	<p><b>BEFRIENDING</b> 10-15 years</p> <p>Volunteers are screened and trained before being matched with a young person.</p> <p>Befriending provides one-to-one intensive support, including listening and help with behaviour management.</p> <p>The service offers the young person a positive role model to discuss problems with and who can encourage them to try new activities and build up their confidence. They meet for a couple of hours weekly and matches are usually for a period of 4 months.</p> <p>This is a time limited, solution focused model with measurable objectives. Referral is open to Social Care and the Family Wellbeing Team.</p>	



**EMPOWERING PARENTS  
EMPOWERING COMMUNITIES**





At The National College, our WakeUpWednesday 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](http://nationalcollege.com).

# 10 Top Tips for Parents and Educators SUPPORTING CHILDREN TO DEVELOP EMOTIONAL LITERACY

Emotional literacy refers to the ability to recognise, understand and express our feelings effectively. It plays a crucial role in strengthening a child's wellbeing by enhancing their relationships and resilience. However, emotional literacy is not necessarily an innate talent, and its development may present challenges. This guide gives parents and educators practical tips on supporting children to cultivate this essential skill.

## 1 NAME THE EMOTION

Encourage children to identify and name their emotions. This helps them understand what they're feeling and why. Use simple language and relatable examples to make it easier for them to share their emotions. This builds a foundation for emotional understanding and open communication.



## 2 MODEL EMOTIONAL EXPRESSION

Demonstrate healthy emotional expression by sharing your feelings visibly. When children see adults properly displaying how they're doing and what they're thinking, they learn to do the same. Discuss how you handle emotions in different circumstances, providing a real-life framework for young ones to follow.



## 3 MINDFULNESS ACTIVITIES

Teach children mindfulness practices to help them stay present and manage their emotions during more challenging moments. Activities like deep breathing, meditation or yoga can reduce stress and enhance emotional regulation. Regular practice can improve focus and emotional stability, which can significantly help children both as they're growing up and throughout their adult life.



## 4 USE STORYTELLING

Incorporate storytelling to help children understand emotions. Stories can offer relevant scenarios illustrating how the characters experience and manage their feelings. Discuss the emotions depicted in stories and ask children how they might feel in similar situations.



## 5 PRACTISE EMPATHY

Teach children to consider others' views and emotions – and to explore why they might think or feel this way. Role-playing and discussing various scenarios can enhance their ability to empathise. Understanding others' emotions helps children to develop compassion and improves their social interactions.



## 6 ENCOURAGE JOURNALING

Suggest keeping a journal to make note of thoughts and emotions, as writing can provide an outlet for self-reflection and emotional processing. Encourage children to write about their daily experiences and feelings, helping them gain insight into their emotional world. Do this alongside them, so they can see and experience how to do it effectively.



## 7 TEACH PROBLEM-SOLVING

Do what you can to help children develop problem-solving skills to assist in managing emotional challenges. Discuss potential solutions to emotional conflicts and encourage them to think critically about what they (and others) can do to process their feelings in a healthy way. This empowers children to handle emotions positively and build resilience.



## 8 CREATE A SAFE SPACE

Establish an environment where children feel safe to display their emotions without judgement. Encourage open exchanges and reassure them that all feelings are valid. This supportive atmosphere promotes trust and encourages children to express themselves with confidence.



## 9 USE VISUAL AIDS

Take advantage of visual aids like emotion charts or mood meters to help children identify and express their feelings. Use these tools regularly in your interactions. They provide a visual representation of emotions, making it easier for children to communicate their emotional state.



## 10 CELEBRATE EMOTIONAL GROWTH

Acknowledge and celebrate progress in emotional literacy, and praise children for expressing their emotions and handling them effectively. Positive reinforcement is a useful tool that will encourage continued growth and reinforces the importance of emotional literacy – encouraging young people to maintain the good habits and healthy behaviours that you've taught them.



### Meet Our Expert

Adam Gillett is Associate Vice-Principal for Personal Development at Penistone Grammar School and works on secondment one day a week for Minds Ahead, an organisation that supports schools in improving their mental health provision.



#WakeUpWednesday

The National College

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