



Fishergate Primary School

# Newsletter

26/9/2025

## Head teacher's note

Thank you to our English leads, David Pennington and Dani Rees, who have signed us up to be part of the Children's Book Project! Our school will appear on a national map of donation points for 'gently used', good condition books. Members of our local community are welcome to donate children's books via the office during school hours, and we would love it if you could spread the word more widely. Our Book Swaps have been hugely successful in the past, enabling every child to take a 'new' book home. With the Children's Book Project, we should receive more donations and be able to offer a free, age-appropriate book to each of our children at least once during the academic year.

We have had two visitors to school now who have commented on how welcoming our school is and what a great atmosphere it has. This is down to your children - we are so lucky to get to be with them every week day!

I hope that you all have a lovely weekend.

## Friends of Fishergate

### Halloween Disco & Pumpkin Trail planning

The spooky season is nearly upon us and we have frightfully good fun in the works. We invite you to join us at our next meeting where we'll plan our first disco of the school year. You can find us at Busk at 9:00am on Friday 3rd October.

### Year 4 representative needed

Are you handy at juggling the numerous WhatsApp groups we as parents find ourselves in? We currently need a Year 4 parent to act as a year rep and share upcoming school event details and volunteering opportunities on the Year 4 WhatsApp group chat. You would also join the Year Reps WhatsApp group to receive the information to be shared. If you can help, please email [friendsoffishergateschool@gmail.com](mailto:friendsoffishergateschool@gmail.com)

### Bake sale results

We sincerely appreciate the Year 5/6 families who donated on Monday, the homemade treats were really delicious. To our helpers on the day, your fabulous teamwork made the stall come together beautifully, and we are grateful for your time. We made £59.51, so a big thank you to everyone who came by!

## Dates

Fri 3<sup>rd</sup> - Y3/4 soldering demonstration pm

For your diaries:

KS1 Parent Workshops 9am - 9:40am  
21<sup>st</sup> October - phonics and early reading  
5<sup>th</sup> November - Y2 maths  
12<sup>th</sup> November - Y1 maths



## Phase group updates

**Early Years** This week we have been talking about our feeling and reading the colour monster. In Maths, we have begun our learning adventure with number 1 and found different ways to show this number. We had our first session in the forest and had great time finding fairy doors in the trees and making apple and mud stew.

**Year 1/2** KS1 have been continuing their 'Our Bodies' topic by learning about our 5 senses and undertaking a 'Senses Carousel'. In Maths, Year 1 have been cutting up fruits to learn about parts and wholes, whilst Year 2 have been learning to add two addenda by using their number bonds to 'make 10'.

**Year 3/4** In English this week, the children have been recapping on what types of words are nouns, verbs and adjectives and their role in a sentence. We have also been looking at expanded noun phrases to describe Roz the Robot. Any help at home with the Yr 1/2 or Yr 3/4 spellings in their planners, would be greatly appreciated. Feel free to tick the words they can spell and use the sheets in their planners as working documents.

**Year 5/6** Year 5/6 classes have all enjoyed their trip to the cemetery to kick off our science topic of Evolution and Inheritance, looking at how living things have adapted to their habitats. In English we have started writing our biographies about a family member or friend and in Maths, we are developing our understanding of place value.



## Other news

Music Centre sessions have places available this term:

- First Steps (led by Bethan Kelly)
  - Music and movement for our youngest learners.
  - York Music Centre, Millthorpe School
  - Saturday mornings at 11.15am (45 minutes)
  - First Music Makers (led by Jess Freitas)
  - Singing, percussion, recorder and ukulele in a creative setting – aimed at Key Stage 1, though younger and older children are also welcome.
  - York Music Centre, Millthorpe School
  - Wednesday evenings at 5.15pm (45 minutes)
- Children are welcome to come along and try out a session with no obligation.

<https://www.yorkmusiccd.org.uk/index.php/york-music-centre/join>

## Bodhi Corner

Bodhi had his second PAWs visit on Thursday and he did brilliantly. Rachel could see how happy and comfortable he was in school and gave us some top tips to help with his barking, although it has already got so much better! It is such a privilege to be taught by someone who is such an expert in their field and Lisa, Dani and I are learning so much! She taught us a scent game that he loved and which he will be able to play with children.



# 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.

## 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.

## Meet Our Expert

Georgina Durnell 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.



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