

Part of the **Marches** Academy Trust

Talking Heads 



WOODLANDS
SCHOOL

Friday 9th February 2024

Headteachers report of the week.

Next week is Valentine's Day and every shop you go into will be festooned with hearts, selling lots of expensive gifts to give to your loved ones, red roses that cost a billion times more than they normally do etc etc. Can you tell I'm not a fan of Valentine's Day?!

Who was this chap anyway?

Well, Valentine was a 3rd century Roman, hence the very Italian name, who was a Christian Martyr crucified by the Roman Emperor. He is the patron saint of lovers (and epileptics and beekeepers for some reason) Other than that we don't know very much about him. According to legend, St. Valentine signed a letter "from your Valentine" to his jailer's daughter, whom he had befriended and healed from blindness. Another common legend states that he defied the emperor's orders and secretly married couples to spare the husbands from war. Whatever he did, whenever we hear the name Valentine, we think of Love.

So, as I always ask, what's this got to do with Woodlands?

Our school is a place filled with love. Since walking into the building today I have been hugged numerous times and been visited in my office by pupils just popping in to say hi. Our staff talk about how much they love "the kids" in this building and that love is shown by their total commitment to finding ways to make them feel like they belong here and are valued and accepted for who they are. To me that is worth celebrating and you don't need expensive gifts to do that. In fact, sometimes giving gifts is easy, it's the dedication over time that takes real love.

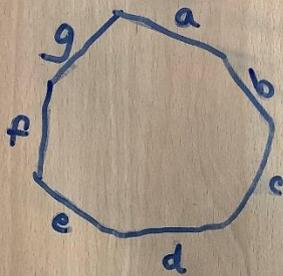
Best Wishes

Jules





Taylor has shown his superstar reading skills this week and stood up in front of his whole class to read their class novel by Roald Dahl



OK
7/2/2024

$$a + b + c + d + e + f + g = P$$

$$3 \quad 3 \quad 3 \quad 3 \quad 3 \quad 3 \quad 3 = P$$

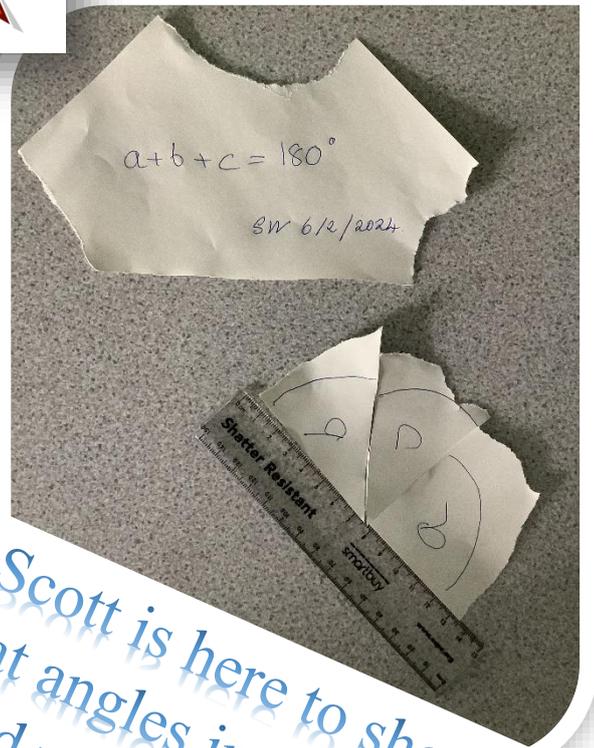
$$7 \times 3 = 21 \text{cm}$$

We have Ollie, who has been problem solving using perimeter, algebra and polygons!

Big shout out from Syrene for the efforts made in lesson this week!!



Woodlands
Mathematicians are back this week to show you their impressive skills and knowledge.



Scott is here to show you that angles in a straight line add up to 180° - Did you know that?

AND - Corey and Brandon have been applying all their angle facts and rules to GCSE Geometry questions!

Working with Polygons
CM 7/2/2024
Problem solving using Int/Ext angle facts

Int $\angle = 156^\circ$
 \angle 's $- = 180^\circ$
 \therefore Ext $\angle = 24^\circ$
 Sum of Ext \angle 's $= 360^\circ$

$360 \div 24$
 $24 \overline{) 360} \begin{array}{r} 15 \\ \underline{240} \\ 360 \\ \underline{360} \\ 0 \end{array} \therefore \text{Sides} = 15$

Oaks 1

Shout Out



Scott, Lars and Caleb

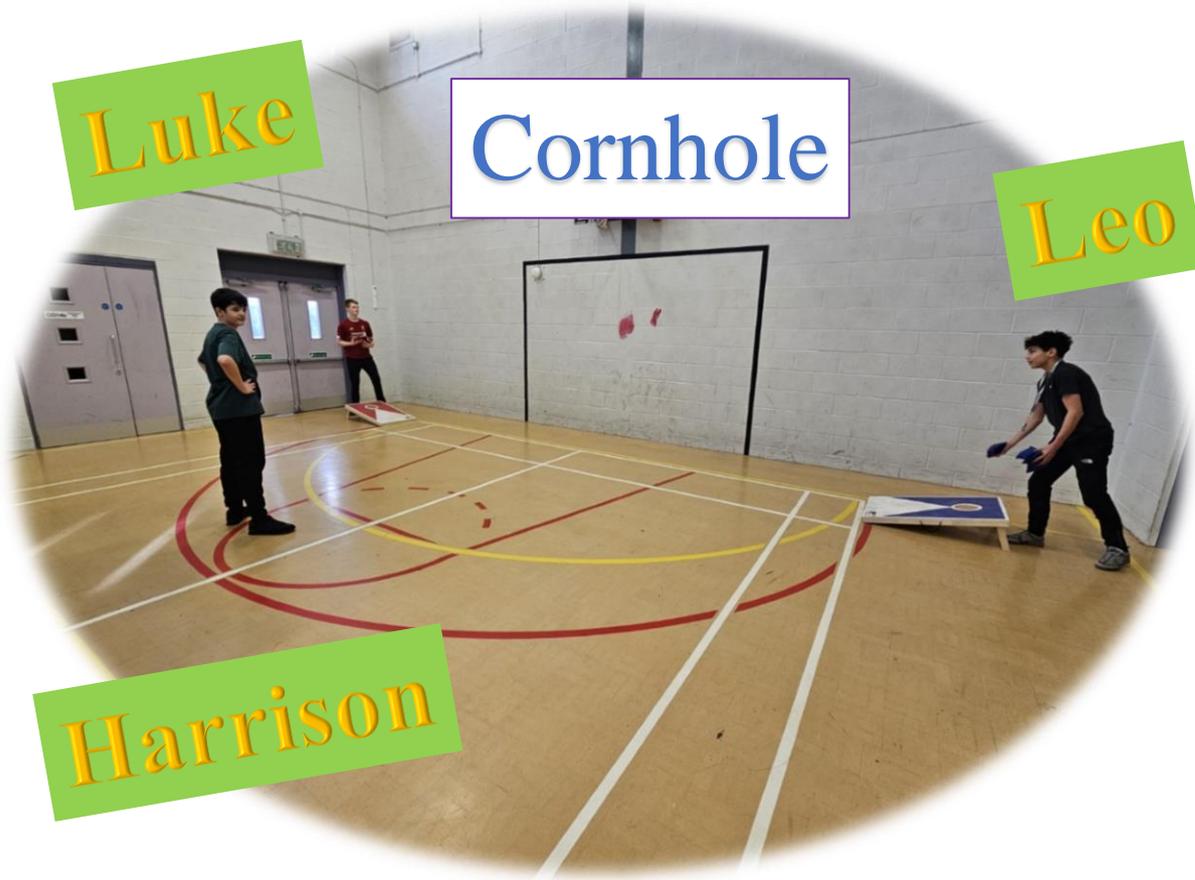
“Smashing” their science lesson with Ben!

It is important to mention that I am not their normal teacher for this lesson and despite this they worked really hard and engaged in really good discussion for a whole lesson.



you are
AMAZING

Tyler ST made this delicious Vanilla Sponge Cake this week. His Mum had a lovely surprise when he got home as he gave it her for her birthday!!



Luke

Cornhole

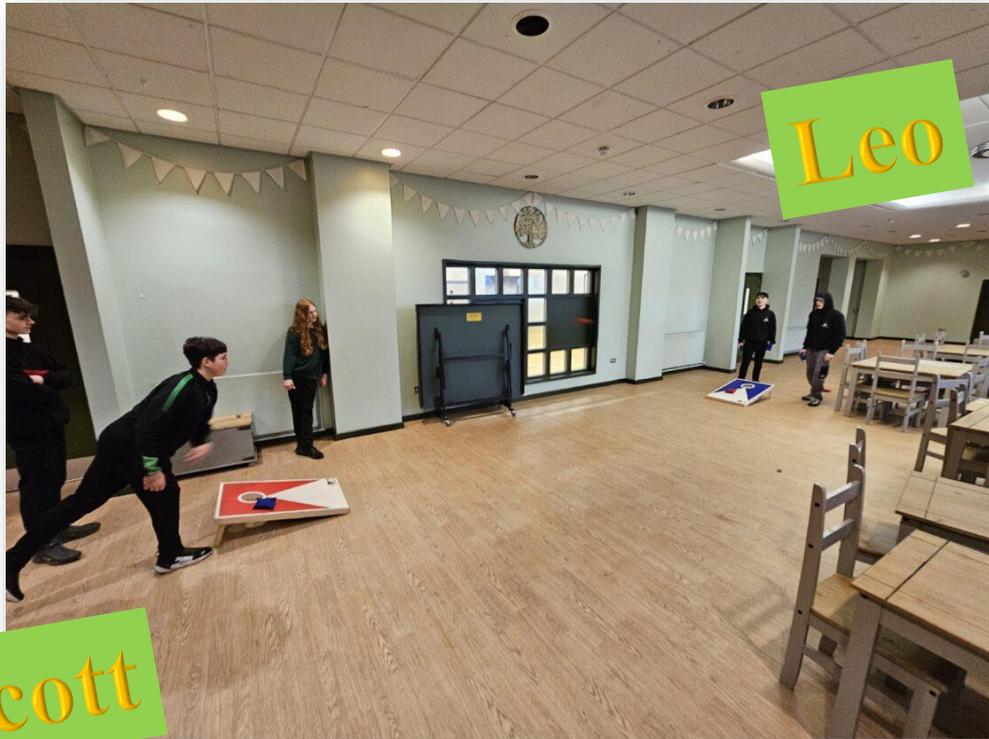
Leo

Harrison

Cornhole is a lawn game popular in North America in which players or teams take turns throwing fabric bean bags at a raised, angled board with a

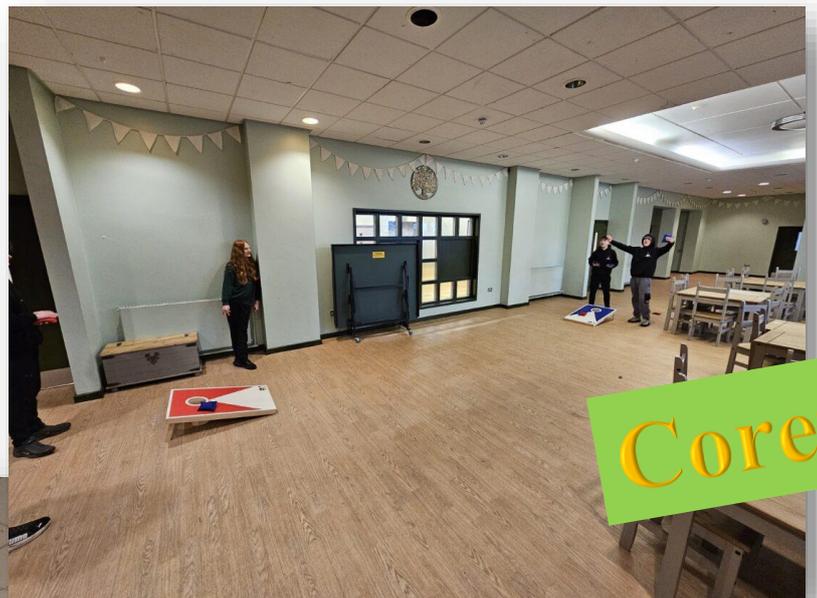


Lars

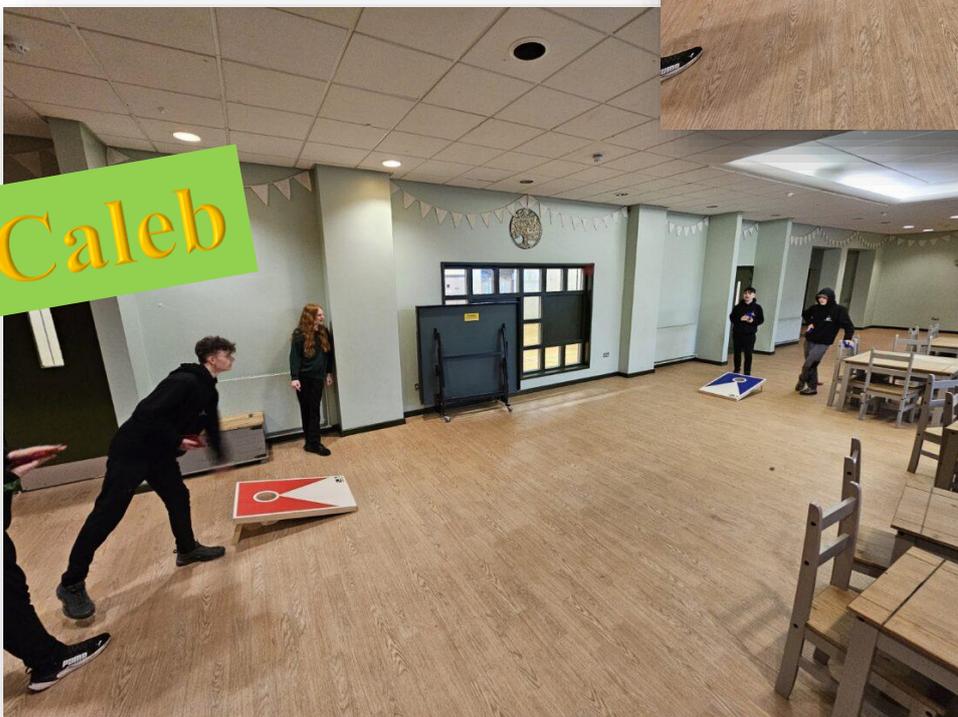


Scott

hole in its far end. The aim of the game is to score points by either landing a bag on the board (one point) or putting a bag through the hole (three points).



Corey



Caleb

Destiny



Boo

Hoo



Creative Art Session with Lydia



Destiny experimented with play dough as part of our Chinese New Year celebrations.



It's discovery day 3!!
 Pupils are going to be working on their Executive functioning skills by planning and organising their own day trip!!

Discovery Day



The 8 Executive Functions

- Self-Control**
The ability to stop and think before acting
- Self-Monitor**
The ability to view and evaluate oneself
- Emotional Control**
The ability to manage feelings to achieve goals and complete tasks
- Flexibility**
The ability to adapt to changing conditions by revising plans or changing strategies
- Task Initiation**
The ability to start and finish tasks without procrastinating
- Organization**
The ability to develop and use systems to keep track of materials and information
- Working Memory**
The ability to use information held in memory to complete a task
- Planning & Time Management**
The ability to create steps to reach a goal

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Visitor Information

Location Name	Planning & Time Management
Location Address	
Contact Details	
Website address	
Venue opening/ closing time and days	

Planning the budget

	Cost
Travel	
Admission	
Lunch	
Additional - snack/ drinks/ carparking etc	

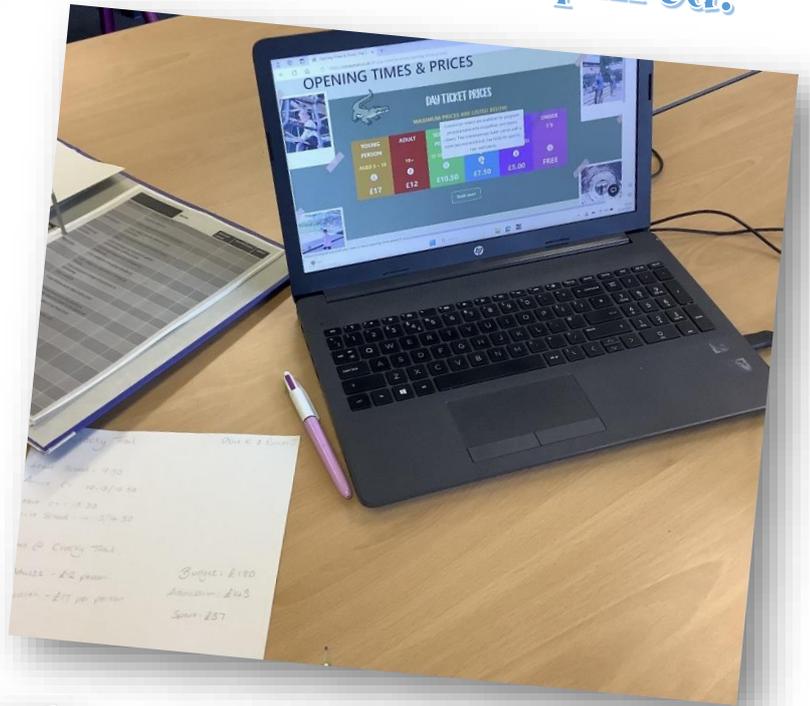
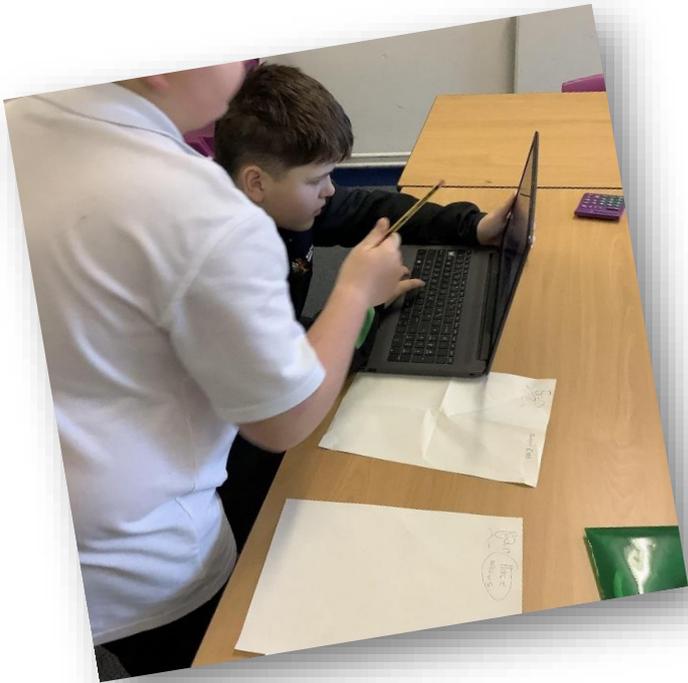
Itinerary

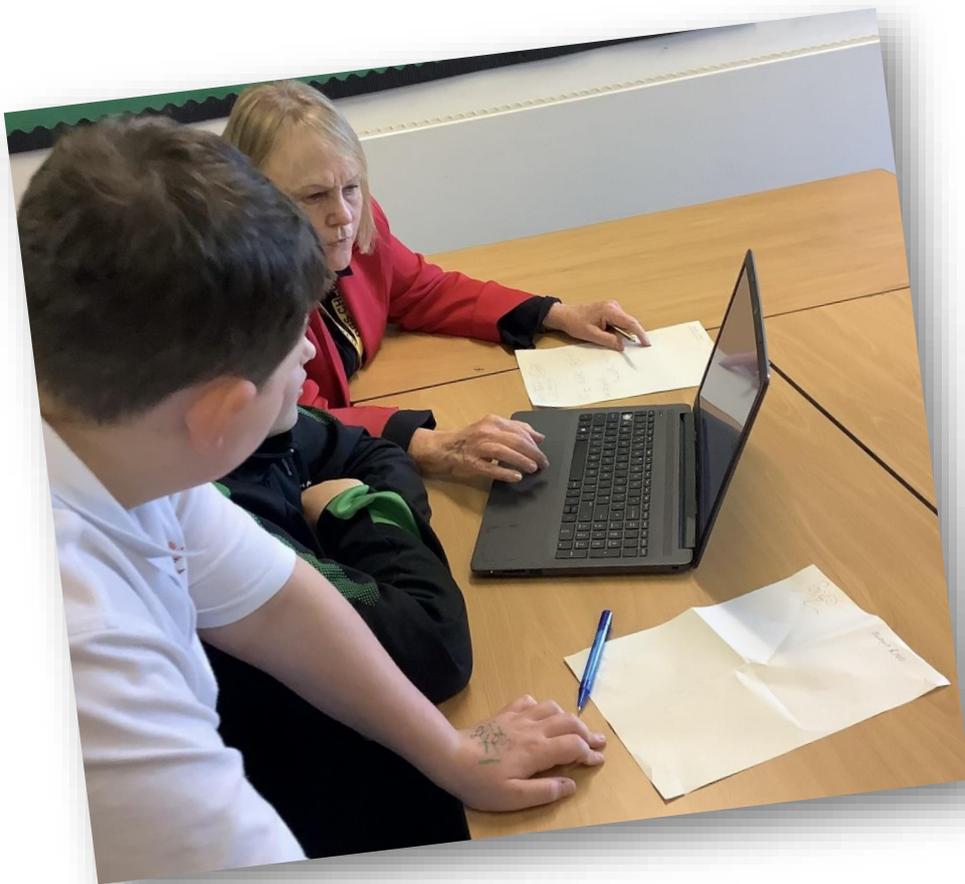
	Time
Leave School	
Arrive at destination	
Lunch	
Leave destination	
Arrive at School	

Trip Booking Form - Return to AH

Tutor Group		
Curriculum/ Personal Development focus		
Venue		
Date (Please check calendar first)		
Staff required:	Quantity	Names of all staff required.
	Quantity	Names
Pupils		
Cost		
Transport requirements		
Any other info		

Pupils will investigate, discuss and agree on a destination, budget plan and time plan the itinerary for the day, complete a risk assessment for the activity/ activities and book any tickets that are required.





“We all had fun this morning researching and planning our Discovery Day! We get to do it in Maths too! Learning about Speed, Distance and Time, as well as how to keep within budget!”

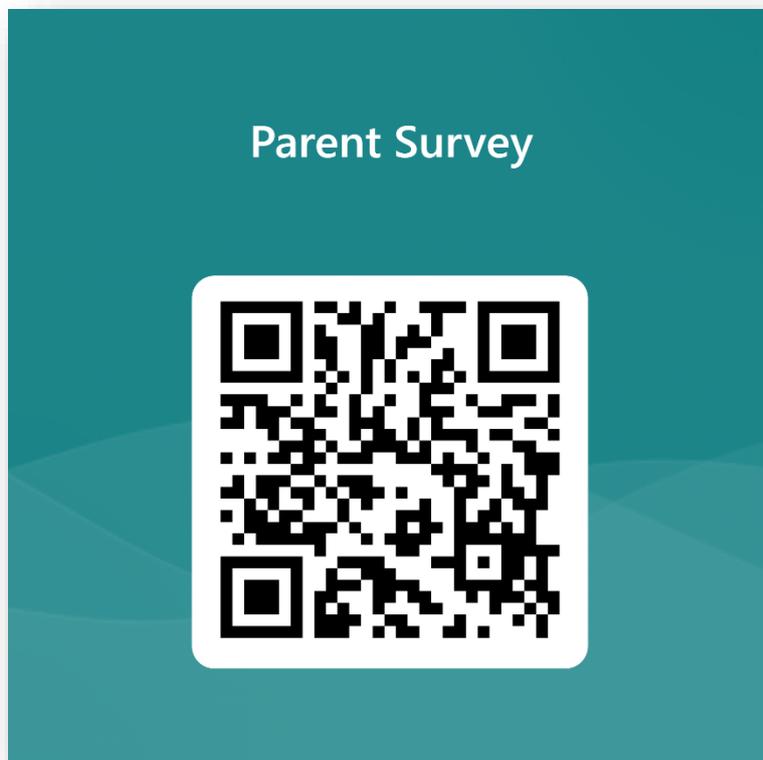
Sap 3 2/2/24
Crocky trail
Escape Room
Chester zoo
how to stay
Bounce below



We would love to hear your views, please can you either click on the link below or scan the QR code to fill in the Parent Survey

You are invited to take this:
Parent Survey

<https://forms.office.com/e/6G9TKKa106>





We would love to hear your views, please can you either click on the link below or scan the QR code to fill in the School Motto

You are invited to take this:
School Motto Survey

<https://forms.office.com/e/9iyeEkA0YZ>

School Motto Survey





Career of the week

Baker

Bakers make bread, cakes and pastries by hand and with catering equipment

Average salary (a year): £19,000 (starter) to £26,000 (experienced)

Typical hours (a week): 40 to 45 a week (early mornings/on shifts)

You can get into this job through:

College

You could take a college course, for example:

- hospitality and catering
- bakery
- professional bakery
-

Entry requirements

You may need:

- 2 or fewer GCSEs at grades 3 to 1 (D to G), or equivalent, for a level 1 course
- 2 or more GCSEs at grades 9 to 3 (A* to D), or equivalent, for a level 2 course

Apprenticeship

You could begin your career by applying for a Baker Level 2 Intermediate Apprenticeship, or Lead Baker Level 3 Advanced Apprenticeship.

These can take around 2 years to complete.

Entry requirements

You'll usually need:

- some GCSEs, usually including English and maths, or equivalent, for an intermediate apprenticeship
- 5 GCSEs at grades 9 to 4 (A* to C), or equivalent, including English and maths, for an advanced apprenticeship

Work

You may be able to start as a trainee or assistant in a bakery shop, supermarket or food production plant, and work your way up through training on the job.

Skills and knowledge

You'll need:

- Knowledge of food production methods
- the ability to work well with your hands
- to be thorough and pay attention to detail
- the ability to work well with others
- maths knowledge
- excellent verbal communication skills
- the ability to use your initiative
- the ability to accept criticism and work well under pressure
- to be able to carry out basic tasks on a computer or hand-held device

You'll need to:

- get a food hygiene certificate

Day-to-day tasks

You could:

- weigh and mix ingredients by hand or using machinery
- bake bread, cakes and patisserie products in batches
- decorate and finish baked items ready for dispatch or shop display
- make quality and food safety checks
- stocktake and order supplies
- develop new recipes and products

Working environment

- You could work at a store or in a factory.
- Your working environment may be dusty, physically demanding and noisy.
- You may need to wear protective clothing.

Career progression

With experience, you could become a bakery supervisor or production manager in a factory or move into commercial sales.

You could also become a technical adviser or development baker for a baked goods or catering equipment company.

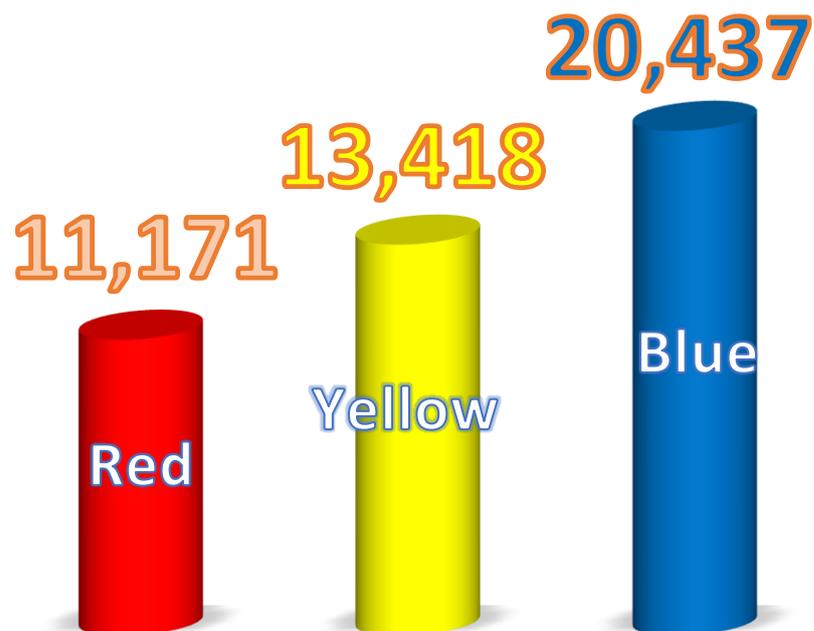
Another option is to specialise, for example in patisserie, or become an artisan craft baker and set up your own business.

**HOUSE CUP
WINNERS
2024
ANNOUNCED
JULY**



Upcoming House Events

9 th February 2024	Just Dance Athon
22 nd March 2024	Woodlands Bake/decorate
24 th May 2024	Quiz off
July 2024	House Sports Day Finale



House Totals



This Week at WOODLANDS

- **Staff have been very impressed with Luke's fantastic effort to his work. – Great job Luke!**
 - **Lars has been making an equally brilliant effort and staff are also very impressed. – Great work Lars!**
 - **Amazing effort from Brae who went ice-skating even when he didn't want to. – Super Proud Brae!**
 - **We cannot forget our Woodland family staff and students who supported Brae and helped him succeed – What a team!**
 - **We have superstars in Saplings 3 all working together and showing what an incredible class, we have. - Team work makes the dream work at Woodlands! – Amazing!**
 - **Saplings 1 have had a fantastic PSHE lesson doing some great work – Well done!**
 - **Aaron has shown real maturity this week in social situations – Staff are very impressed – Fantastic!**
 - **Acorns 3 had a great time playing football played as a team together.**





Students with 100% Attendance last week

Arran	Acorns 1
Mason	Acorns 1
Noah	Acorns 1
Taylor	Acorns 1
Kiean	Acorns 1
Destiny	Acorns 1
Tommy	Acorns 2
Oscar	Oaks 1
Scott	Oaks 1
Brandon	Oaks 2
Caleb	Oaks 2
Corey	Oaks 2
Jodie	Oaks 3
Jack-Junior	Oaks 3
Aaron	Oaks 3
Jaiden-Joshua	Pathway 3+
Riley	Saplings 1
Harrison	Saplings 1
Leo	Saplings 1
Tyler	Saplings 1
Tyler	Saplings 2
Romeo	Saplings 3
Ollie	Saplings 3

Challenge of the Week

For Parents/Carers, Students and Staff the challenge this week for anyone willing to give it a try is to

Tell someone you were thinking of them



Headteacher Awards

- Saplings 1 – Riley B for making great effort in his lessons.
- Oaks 2 – Caleb for bulk pizza dough making to serve the Woodlands Café
- Oaks 2 – Luke for bulk pizza dough making to serve the Woodlands Café.



How can I recognise what I'm feeling?

Recognising your feelings is the first step towards understanding them and learning how to cope with them.

It might feel difficult at first, but with time and practice, it will get easier. Here are our top tips:

- Fill in our Emotion Wheels resource. This can help you to name feelings that are hard to understand or describe.
- Set aside time to check in with how you're feeling. You could use a notebook, journal or your phone to write down your feelings.
- Practise paying attention to your feelings in the moment. For example, how do you feel when doing something you enjoy? Or how do you feel when doing something you find difficult or scary?
- Express your feelings creatively. You could draw, paint or try arts and crafts.
- Talk to yourself like you would to a good friend. You could ask yourself: 'Is this a new feeling?' or 'What does this feel similar to?'

Although it's important to pay attention to your feelings and try to recognise them, you don't need to do it all the time.

- Making time to relax and clear your mind is just as important for your [wellbeing](#). Take as many breaks as you need.

It can be really scary to stop and think about how you're feeling, especially when those feelings are negative. I spent a long time convincing myself that there was nothing wrong, even though there clearly was. Looking back, I regret not exploring my feelings sooner.

Remember: how we experience our feelings is unique to each of us.

Your feelings and reactions might be different to others, even towards the same thing, and that's okay.

You might also feel lots of different things at once, and that's okay too.

Recognising your feelings

Recognising your feelings is the first step towards understanding them and learning how to cope with them.

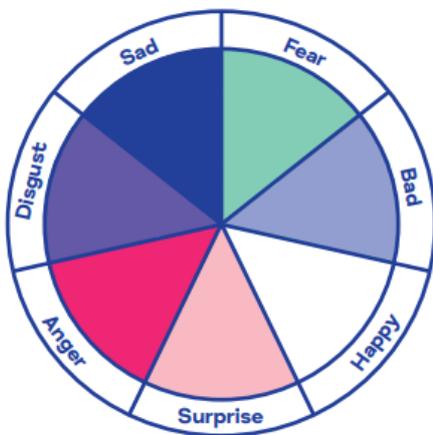
It might feel difficult to recognise your feelings at first, but with time and practice, it will start to feel easier.

Activity 1:

This image shows six of the main emotions: fear, anger, disgust, sadness, happiness and surprise. We've also included bad as young people told us that emotion resonates with them.

Do any of these emotions describe how you're feeling right now or how you've felt this past week?

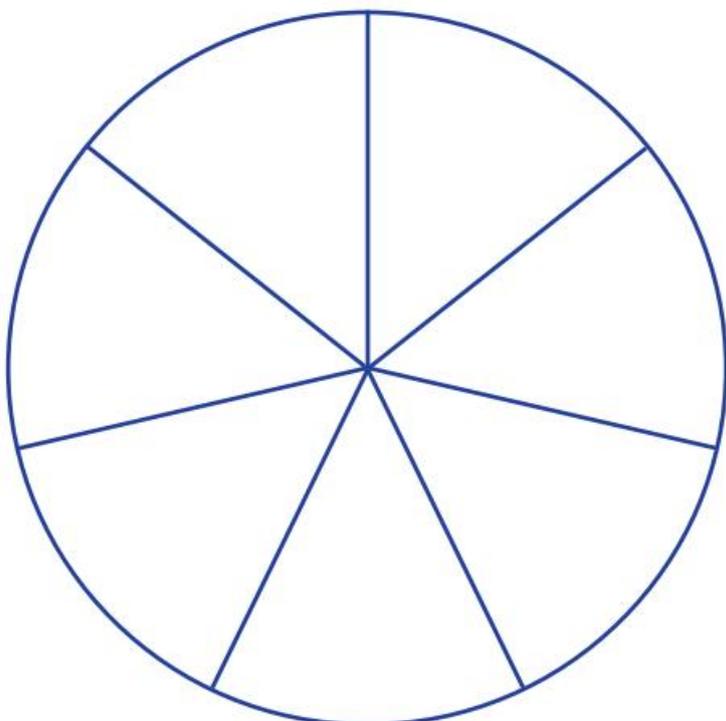
Circle or put a mark next to those emotions.



Activity 3:

This image shows a blank emotions wheel.

Using the space in the diagram, write down the six main emotions you're feeling right now, or that you've felt this past week. These could be positive or negative emotions, or both.



Activity 2:

This image explores the seven emotions in more detail.

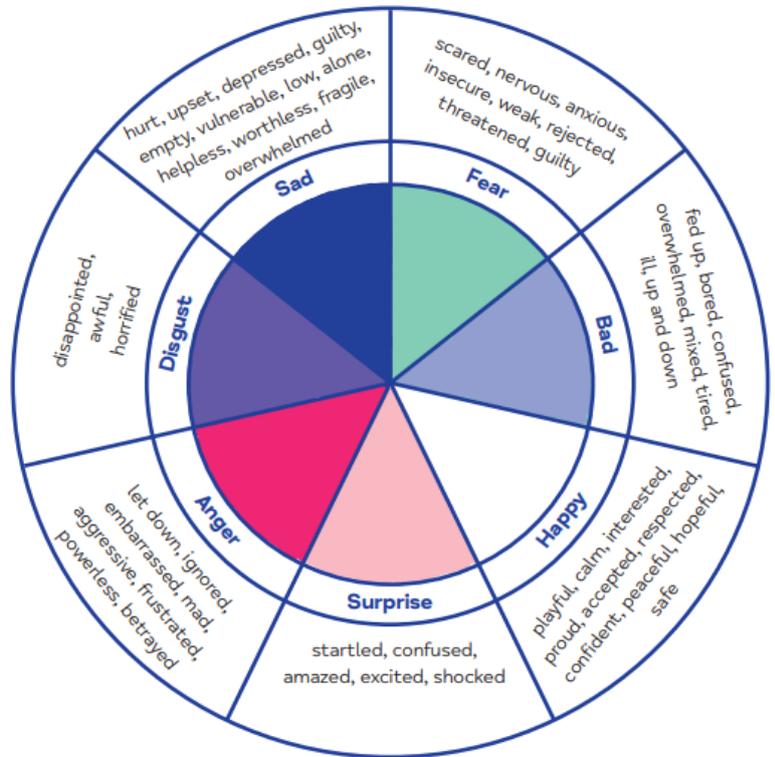
Do the emotions on this wheel describe how you're feeling?

Can you use them to put into words what you're experiencing?

I'm feeling.....

I have felt like this for (how long).....

I might feel like this because.....



Activity 4:

If you're able to name what you're feeling, can you describe what this looks and feels like for you?

Here are some examples to get you started:

Sad Not talking to friends or family, not sleeping well and feeling tearful

Angry Clenching your hands or teeth, shaking, sweating and feeling upset

Worthless Thinking negative thoughts about yourself, not talking to friends and family, feeling very low and exhausted

.....

.....

.....

.....

.....

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Remember: If you're struggling with your feelings or emotions, it's always okay to ask for help.

Go to [mind.org.uk/youngpeople](https://www.mind.org.uk/youngpeople)



@mindcharity
@mindcharity