

# DAILY UPDATE

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## SANDY'S DAILY MESSAGE

A reminder that **school will be closed this Friday, 8<sup>th</sup> May**, as it is a bank holiday - specifically to celebrate VE Day.

Had we been at school, I'm sure we would have marked this event in the usual Link fashion, but as this is impossible, Sue Denman has put together an information sheet with activities that the children may enjoy. Please find it attached.

I would also advise that we are currently trying to arrange annual review meetings, most of which will now have to be held via a Zoom video meeting or by telephone conversation. Expect to hear from your child's class teacher or Sue R to make arrangements for these meetings and to find out your preferred format for holding the review.

*Sandy*

## ACTIVITIES / LINKS THAT MIGHT BE HELPFUL

We received comments from many of you who liked receiving the "Coping Calendar" in April. You will find attached a copy of the "Meaningful May" calendar, which we hope will prove just as popular.

One of our pupils here at school was mesmerized watching the rain falling last week. It was a lovely moment of mindfulness, where he was so in tune with nature around him. Conchi who was working with him at the time, joined in and said the experience was totally relaxing and calming for both of them.

Knowing how many of the pupils like the sound of the rain, we would like to share an activity that Olha sent us a while back - how to make a rain stick:

1. Find an empty tube or container.
2. Decorate the outside.

3. Collect seeds, stones, pine cones or gravel when you go for a walk.
4. (You could also use peas or lentils, if you didn't want your child picking up things from the floor)
5. Add to the tube and cover the open end with sticky tape.
6. Tip the stick to make the sound of the rain.

## WHAT'S EVERYONE BEEN UP TO?

During the current climate, our emotions are really being tested. We might be experiencing **sadness** (perhaps at not being able to see our friends and family); **anger** (at having to constantly queue or getting to the park and finding all the play equipment cordoned off); **frustration** (at not being able to do the usual activities we do and being stuck indoors all the time) or **contentment** (being home with those we love and enjoying our new routines, not having to rush to work or school).

Our Zones of Regulation can help during these times and it was lovely to learn that Alfie has been explaining all about them to his Mum, Kim.

It reinforced in our minds, how well the pupils have adopted our zone system and many are now able to self-regulate and let others know how they are feeling.

It's not always easy to remain calm, but to be aware of your feelings and emotions is a good thing.

Well done Alfie, for remembering the Zones of Regulation and for sending in photographs to illustrate these for us.

Blue Zone

Green Zone



Yellow Zone

Red Zone





Scarlett has been working hard on her sequencing.

Sequencing helps people understand what they are reading. It develops true understanding of a beginning, a middle and an end.



She was also busy over Easter making Easter baskets. Carolyn is very pleased to see her making such good use of her fine motor skills.



Udi has been busy volunteering again.

Here she is delivering 3D Visor frames.

We are so proud of you Udi. Keep up the good work.

## And finally .....

The DfE have issued updated guidance for parents and carers about the closure of educational settings on Friday, 8<sup>th</sup> May, a link to the updated admissions appeals guidance and updates to the support and educational resources available to parents to help them educate their children at home.

The guidance can be found here:

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- <https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers>