

Woodhouse Primary School

Weekly Newsletter No 27

4 April 2019

Contact us:- Tel: 01484 714750

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Activities for week commencing: 8 April 2019		
Mon	3.30pm	Football match at Old Earth, Elland
Tue	2.40pm	Congratulations Assembly – Year 4 - 6
Wed	am 2.15pm 3.15 - 4.00pm 3.15 - 4.15pm 3.15 - 4.15pm 3.15 - 4.15pm 6.00pm	Kershaw's Garden Centre – Year 1 Year 3 & 4 Concert – parents with pre-school children Student Newspaper Club Chess Club – Year 5 & 6 – final session Writing Club – Year 6 – final session Netball Club – Year 5 & 6 – final session Year 3 & 4 Concert
Thu	3.20pm 3.30pm 6.00pm	Summer Fun Evening Meeting Football match at Carr Green Year 3 & 4 Concert
Fri	9.00am 10.05am 3.15pm	Excellence Assembly Friday Bake – 1H School closes for Easter break

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Reminder

School closes on Friday 12 April at 3.15pm and re-opens on Monday 29 April. We hope you all have a relaxing break. School will be closed to pupils on Thursday 2 May due to a staff training day.



Summer Fun Event Meeting – Thursday 11 April – 3.20pm

We are holding a short meeting on the above date for anyone interested in assisting with the organisation of our Summer Fun Event that is on Friday 7 June after school. Child care will be available for anyone who requires it.

If you would like to attend please advise the office or email: newsletters@woodhouse.calderdale.sch.uk



Dance Show – ‘Jump and Shout’ Wednesday 3 April 2019, 7.30pm

A group of our children performed at the Lawrence Batley Theatre in Huddersfield last night. It was an evening of dance for schools and community groups to showcase the routines they have been working on.

They were amazing on stage and so professional off stage supporting other groups.

Thank you to everyone who attended and showed their support. ☺



Year 3 & 4 Concert – Wed 10 April and Thu 11 April.

Extra seats are now available to purchase online for next week's concert. Please visit the 'shop' on the School Parent Pay system.



School Uniform

The final date for orders this half term is tomorrow, 9.00am, Friday 5 April.

Orders can be placed via the school online payment system.

Orders processed will then be forwarded to your child when the delivery arrives after the half term.



After School Clubs

The following clubs will be running after half term:

Year 1 & 2	Sports Skills	Mon 29 Apr – Mon 20 May	3.15-4.00pm
Year 5 & 6	Dodgeball	Mon 29 Apr – Mon 20 May	3.15-4.15pm
Year 3 & 4	Circuit Games	Wed 1 May – Wed 22 May	3.15-4.15pm
Years 3 - 6	Running Club	Wed 1 May – Wed 22 May	3.15-4.15pm
Year 1 & 2	Boccia Club	Thu 9 May – Thu 20 Jun	3.15-4.00pm

If your child would like to attend any of these clubs, e-mail

newsletters@woodhouse.calderdale.sch.uk and advise school by 9.00am Wed 10 Apr.

It is important that you include your child's name, class, contact number and advise how your child will be getting home after the club.

You will be notified if your child has a place.

School Choir

This club is open to pupils from Years 3, 4, 5 & 6 and will run every Monday from 29 April until 1 July 3.15 – 4.15pm. The choir will be taking part in a concert at Rastrick High School on Tue 2 July.



If your child would like to attend e-mail newsletters@woodhouse.calderdale.sch.uk and advise school by 9.00am Mon 8 April.

Please include your child's name, class, contact number and advise how your child will be getting home after the club. You will be notified if your child has a place.

SENCO

Please see below a message from our school SENCO, Mrs Crane.



Calderdale Music Trust – Singing Day – Mon 15 April

Due to unforeseen circumstances the above event has been cancelled. They will advise us if a new date is reorganised.



*******Classroom News*******

- YR – We have been exploring different colours.
- Y1 – We have been reading and drawing times on clock faces.
- Y2 – We have started learning how to tell the time to quarter of an hour.
- Y3 – We had a fantastic trip to the Jorvik Viking Centre in York.
- Y4 – We have been learning about Roman armour and weaponry in CCL.
- Y5 – Year 5 have been designing their own planet for the solar system.
- Y6 – In Gymnastics, we completed our floor routines to music.



*******Sport News*******

Our school football team were in action on Monday against Bailiffe Bridge school. It was a tough match and finished Bailiffe Bridge 2, Woodhouse 1. A great effort from the team despite the result.

**Highest Class Attendance
Last week RR**

**Whole School Attendance
..... 97.96% ☺**

Yours sincerely

Mrs Lynn Daveney
Headteacher

Message from the SENCO – Mrs Crane

This week is World Autism Awareness Week 2019. In Monday's assembly, pupils from Year 1 to Year 6 learned about autism and how it affects children and young people.

The following has been collated using information from The National Autistic Society and from Calderdale Autism Spectrum Disorder Team.

What is autism?

Autism is a lifelong developmental disability that affects how people perceive the world and interact with others. Autistic children see, hear and feel the world differently to others. If you are autistic, you are autistic for life; autism is not an illness or disease and cannot be 'cured'. Autism is a spectrum condition. All autistic people share certain difficulties, but being autistic will affect them in different ways. Some autistic people also have learning disabilities, mental health issues or other conditions, meaning people need different levels of support.

What difficulties do children with ASD have?

Communication and Language – Children and young people with an ASD have difficulty in understanding the communication and language of others and also in developing effective communication themselves. Many are delayed in learning to speak and some do not develop speech. Many children with speech have difficulties in using this to communicate effectively.

Social and emotional understanding – a key characteristic of those with an ASD is their difficulty in understanding the social behaviour of others and in behaving in socially appropriate ways. Other children develop this understanding without being explicitly taught and do so fairly easily. Children with ASD are very literal thinkers and interpreters of language, failing to understand social context. For the child with an ASD, other people's opinions may have little or no influence on their behaviour and the child may say and do exactly as they want. Children with an ASD often find it hard to play and communicate effectively with other children who may be confused by their behaviour and view it as naughty, difficult or lazy, when in fact, the child did not understand the situation or task or did not read the adult's intentions or mood correctly.

Flexibility of thought and behaviour – children with an ASD often do not play with toys in a conventional way, but instead may spin or flap objects or watch moving parts of toys or machinery for long periods and with intense concentration. Their play tends to be isolated or alongside others rather than with others. Some children develop a special interest in a topic or activity which may be followed to extreme lengths. They will have difficulty adapting to new situations and often prefer routines to change.

Sensory perception and responses – from accounts of adults with an ASD, it is evident that some children are over-sensitive or 'under-sensitive' to certain sounds, sights and textures. This has implications for the child's home and school environment and may explain their response to changing clothes or food and their response to noise. In addition, the child may not make appropriate eye contact, looking too briefly or staring at others. In the past, there has been a focus on teaching the child to look when communicating but it may be that some children are unable to talk and look at the person at the same time.

How autism is diagnosed?

Sometimes some of these difficulties can be seen in other conditions or arise for different reasons e.g. speech and language difficulties, anxiety, sensory difficulties, developmental delay and attachment issues.

Other viable explanations for the child's difficulties should be considered before a referral is made to CAMHS. Referrals can be made by school, parents or any professional working with a child or young person.

How can children with ASD be supported?

By keeping instructions simple and giving children time to process them

Keeping facial expressions and body language clear and simple.

Providing a predictable and safe environment with established routines

Preparing children for change

Using visuals to support understanding of rules, routines and social situations

Teaching social skills

Using social stories to develop social understanding

For further information visit <http://www.autism.org.uk/>