

The Trumpet

Trinity School Newsletter 4 of the Spring Term – Friday 28th January 2022

Tel: 01373 461949 Email: office@trinityfirst.somerset.sch.uk Visit: www.trinityfirstfrome.co.uk

DATES

February

Wednesday 2 nd	Year 2 trip
Friday 4 th	Jasmine Cake Sale
Monday 7 th	Mental Health Week
Friday 18 th	End of term
Monday 28 th	Start of term

April

Friday 8 th	Break up for Easter
Monday 25 th	Start of term

May

Monday 2 nd	Bank Holiday
Friday 27 th	End of term

June

Monday 6 th	Start of term
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July

Friday 22 nd	Break up for Summer
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Children's Mental Health Week

Children's Mental Health Week is the 7th- 13th February and the theme this year is Growing Together. Growing Together is about growing emotionally and finding ways to help each other grow.

The NHS identify 5 ways to well-being and each day we are going to look at one section at school.

Monday 7 th :	Connect to others
Tuesday 8 th	Be active everyday
Wednesday 9 th	Take notice (mindfulness)
Thursday 10 th	Keep learning (creativity)
Friday 11 th	Give to others

You can support your child at home too. As parents and carers, you play an important role in your child's mental health.

You may like to create a 'Happiness Box' with your child. It is a resource to help your child cope when feeling stressed or anxious. The box is personal to your child and can include anything that makes them happy, i.e. a book, piece of music, a soft toy, a photograph etc. The box can be a shoe box, or any other container with a lid and your child can decorate it however they like. The idea is that because your child has chosen the items, they will remind them of happy times to calm them. The box can then be used when your child is feeling unsettled and will help them to self-regulate their emotional state. Over time, they may like to add to their box.

Continued...

Boomwhackers

Wednesday 2nd February

Unfortunately, as it's the Year 2 school trip next Wednesday, the Boomwhackers Club will be **cancelled**. It will continue as normal the following week.



Jasmine Class Cake Sale

Friday 4th February

after school in the main playground



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Below are some useful websites with ideas of other ways to support your child's mental health:

<https://www.childrensmentalhealthweek.org.uk/parents-and-carers/>

<https://www.nhs.uk/every-mind-matters/supporting-others/childrens-mental-health/>

Top tips to support children and young people



Be there to listen

Regularly ask how they're doing so they get used to talking about their feelings and know there's always someone to listen if they want it.



Support them through difficulties

Pay attention to their emotions and behaviour, and try to help them work through difficulties. It's not always easy when faced with challenging behaviour, but try to help them understand what they're feeling and why.



Stay involved in their life

Show interest in their life and the things important to them. It not only helps them

value who they are but also makes it easier for you to spot problems and support them.



Encourage their interests

Being active or creative, learning new things and being a part of a team help connect us with others and are important ways we can all help our mental health. Support and encourage them to explore their interests, whatever they are.



Take what they say seriously

Listening to and valuing what they say, without judging their feelings, in turn makes them feel valued. Consider how to help them process and work through their emotions in a more constructive way.



Build positive routines

We know it still may not be easy, but try to have structure around regular routines, healthy eating and exercise. A good night's sleep is also really important.



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Weekly Art

Here is a picture of the painting the children have been looking at in school this week.



Insects (c.1720-1730)
attributed to Rachel Ruysch (1664-1750)

Medium: oil on canvas

Dimensions: H 61.2 x W 54.1 cm

As well as being a mother to ten children, Rachel Ruysch was a very successful still life painter from the Netherlands. Ruysch's father was, among other things, a botanist, and his daughter helped him catalogue botanical samples. It is no wonder she developed an acute eye for minute detail.

Unlike the rest of Europe, the Dutch elevated still life painting and such was the value of a tulip in the region that 'tulipmania' became a phenomenon. The tulip, originally from Turkey,

became particularly symbolic of luxury and status. The variegated feature of the tulip that steals the show in this composition was actually caused by a virus, increasing its rarity and value even more. Flower arrangements like this could be enjoyed at face value or understood in terms of marvelling at God's creation - their beauty being only short-lived.

Questions to support discussion

- How have these flowers been painted? Do they appear realistic or not?
- Can you spot anything other than flowers?
- Are all of the flowers perfect?
- If you were transported into the painting, what might you be able to smell and hear?



Reading Book Amnesty

Please can we ask you all to check your bookshelves at home to see if there are any school reading books hiding. We appreciate it's easy to forget about them so please don't worry about bringing them back in late or even if they are damaged. We are missing a lot of books which impacts on the learning groups in classes and before we purchase any new books we want to make sure we have all the books back from home. Your help with this mammoth task would be greatly appreciated!



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Music Listening

This week's school listening piece is 'With a Little Help From My Friends'. Click on the link below to listen:



[With A Little Help From My Friends \(Remastered 2009\) - YouTube](#)



The Beatles began recording the song on 29 March 1967. They recorded 10 takes of the song, wrapping up sessions at 5:45 in the morning. The backing track consisted of Starr on drums, McCartney playing piano, Harrison playing lead guitar and Lennon beating a cowbell. The following day they added tambourine, backing vocals, bass and more electric guitar.

Particular discussion could be either about the 'form' of the piece - verse, chorus, verse, chorus, middle eight etc or that the melody has very limited range of notes, not going very high, or very low - staying within the same 5 or 6 notes (apart from the very last note!) This makes it easy to sing and easy to remember.

Happy listening!

Please remember that just like the children, you don't need to be experts either. It isn't about saying 'the right thing', it's about sharing ideas and opinions and having fun!

Lyrics by Billy Shears:

What would you think if I sang out of tune?
Would you stand up and walk out on me?
Lend me your ears and I'll sing you a song
And I'll try not to sing out of key
Oh, I get by with a little help from my friends
Mm, I get high with a little help from my friends
Mm, gonna try with a little help from my friends
What do I do when my love is away?
Does it worry you to be alone?
How do I feel by the end of the day?
Are you sad because you're on your own?
No, I get by with a little help from my friends
Mm, get high with a little help from my friends
Mm, gonna try with a little help from my friends
Do you need anybody?
I need somebody to love
Could it be anybody?
I want somebody to love
Would you believe in a love at first sight?
Yes, I'm certain that it happens all the time
What do you see when you turn out the light?
I can't tell you, but I know it's mine
Oh, I get by with a little help from my friends
Mm, get high with a little help from my friends
Oh, I'm gonna try with a little help from my friends
Do you need anybody?
I just need someone to love
Could it be anybody?
I want somebody to love
Oh, I get by with a little help from my friends
Mm, gonna try with a little help from my friends