

WEEK 3: 22ND - 26TH SEPTEMBER 2025



CARDREW COURT SCHOOL NEWSLETTER



CARDREW COURT SCHOOL NEWSLETTER



SPEECH & LANGUAGE THERAPY AND OCCUPATIONAL THERAPY@ CCS.

CONSENT FOR YOUR CHILD TO WORK WITH OUR SALT & OT

As part of our provision we work with Louise Ryves our SALT and Claire Price our OT from Nikki White Therapy. Unless parents and carers expressly state they do not wish for their child to work with our SALT and OT as part of our universal provision offer, we will assume consent and allow our on site practitioners access to the EHCP and relevant information to meet pupil need.

If you do not wish for your child's information to be shared with Louise or Claire please contact office@cardrewcourt.org to state your wishes. Please note if you remove consent, your child will not be able to work with our therapeutic practitioners.

IMPORTANT REMINDERS

Please ensure you phone the school office on 01209 91 21 26 or email office@cardrewcourt.org if your child is absent from school on any given day.

Using these 2 methods only will ensure your message gets to the right person on time.

Please do not email Lyn directly, please use office@cardrewcourt.org only, thank you.

Please continue to inform your child's class teacher should you wish to, ensuring the above contact has been made also.

Thank you for your support with this.

UPCOMING EVENTS

Half Term Dates;

School Breaks up Wednesday 22nd October, we return, Monday 10th November.

Music Technology

will start again this half term, new pupils will be offered the sessions, existing pupils who want to take part, please see Adam or Kerry in the first instance.

Subsidised peripatetic music lessons will also be on offer with a cost of approx. £8 per lesson per child, please contact office@cardrewcourt.org for more info.

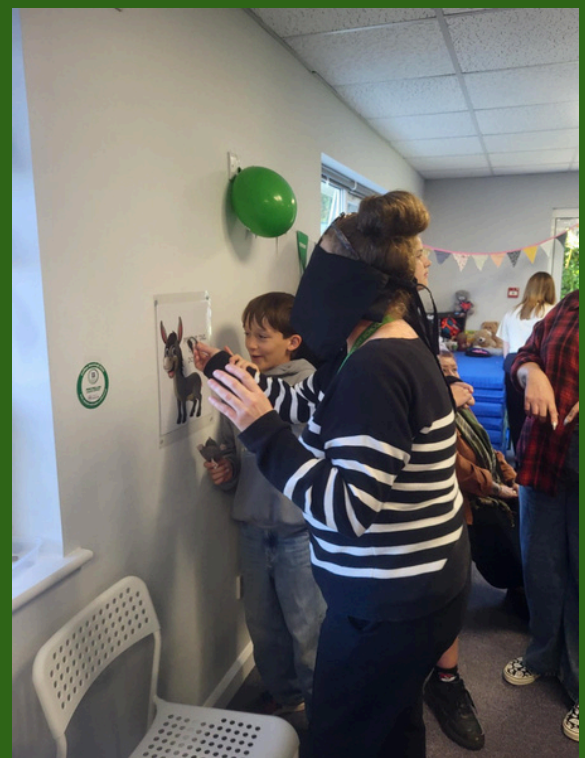
WEEK 3: 22ND - 26TH SEPTEMBER 2025



CARDREW COURT SCHOOL MACMILLAN COFFEE MORNING 2025



**£307.50 RAISED IN CASH,
THANK YOU ALL WHO
CAME AND SUPPORTED**



CARDREW COURT SCHOOL PARENT CONTACTS



Should you need to contact the school please use the following channels

For all pupil absence, medication, administration queries please contact the school office;
office@cardrewcourt.org or 01209 91 21 26

Class related queries, timetable questions please use Class Dojo to your child's teacher remembering this is not instance messaging and reply as teachers will have class commitments in then school day and are not obligated to communicate out of school hours.

Safeguarding concerns, please call the main office on 01209 91 21 26 and ask to speak to the DSL or a member of the safeguarding team. Alternatively email safeguarding@cardrewcourt.org

For EHCP, Annual Review and provision related queries please contact the main office and ask for a message to be given to Laura or Kerry

If at any time you need to get an urgent message to anyone in the school please always do so by contacting the office
01209 91 21 26

Jewellery and accessories rules

Please be aware that we cannot allow learners to wear dangly earrings, skater type key chains, or long necklaces to school for Health and Safety reasons. Whilst we want learners to be comfortable in school, they should not wear items like these to school.

Learners are permitted to wear stud earrings and stud nose piercings as well as a necklace that can be tucked into their tops. Rings can be worn, 1 per finger of a band type style therefore no large stones, or designs that can get caught and cause injury.

All Jewellery should be removed for PE, Outdoor Ed and Food lessons and any other physical activity whereby such items could cause an injury whilst being worn.

FOOD RIGHTS

LINKING UNICEF ARTICLES TO FOOD TECHNOLOGY



2

NO DISCRIMINATION



3

BEST INTERESTS
OF THE CHILD



27

FOOD, CLOTHING,
A SAFE HOME



24

HEALTH,
WATER, FOOD,
ENVIRONMENT

HEALTHY EATING & NUTRITION

ARTICLE 24 - EVERY CHILD HAS THE RIGHT TO THE BEST POSSIBLE HEALTH, INCLUDING NUTRITIOUS FOOD AND CLEAN WATER.

LINK: BALANCED DIETS, COOKING SKILLS, HYDRATION, AND MAKING HEALTHY CHOICES.

FOOD & SUSTAINABILITY

ARTICLE 29 - EDUCATION SHOULD DEVELOP RESPECT FOR THE ENVIRONMENT.

LINK: GROWING FOOD, REDUCING WASTE, CLIMATE-FRIENDLY FARMING.

FAIR ACCESS TO FOOD

ARTICLE 27 - EVERY CHILD HAS THE RIGHT TO A STANDARD OF LIVING ADEQUATE FOR THEIR DEVELOPMENT.

ARTICLE 2 - ALL RIGHTS APPLY TO EVERY CHILD, NO MATTER WHO THEY ARE.

LINK: FOOD SECURITY, HUNGER AWARENESS, FAIRNESS IN ACCESS TO FOOD WORLDWIDE.

LEARNING THROUGH FOOD

ARTICLE 28 - EVERY CHILD HAS THE RIGHT TO AN EDUCATION.
ARTICLE 3 - ADULTS MUST ACT IN THE BEST INTERESTS OF THE CHILD.

LINK: COOKING, GARDENING, AND CULTURAL FOOD TRADITIONS AS PATHWAYS TO LEARNING.

CHILDREN'S VOICES IN FOOD CHOICES

ARTICLE 12 - EVERY CHILD HAS THE RIGHT TO EXPRESS THEIR VIEWS AND BE LISTENED TO.

LINK: INVOLVING STUDENTS IN MENU PLANNING, SCHOOL GARDENS, AND CLASSROOM FOOD PROJECTS.

CULTURAL CONNECTIONS THROUGH FOOD

ARTICLE 30 - EVERY CHILD HAS THE RIGHT TO ENJOY THEIR OWN CULTURE, LANGUAGE, AND RELIGION.

LINK: EXPLORING WORLD RECIPES, CELEBRATING CULTURAL FOOD TRADITIONS.

ACCESS TO INFORMATION ABOUT FOOD

ARTICLE 17 - CHILDREN HAVE THE RIGHT TO RELIABLE INFORMATION FROM DIFFERENT SOURCES.

LINK: LEARNING TO READ FOOD LABELS, MEDIA LITERACY AROUND FOOD MARKETING, RESEARCHING FOOD ORIGINS.



29

AIMS OF
EDUCATION



28

ACCESS TO
EDUCATION



12

RESPECT FOR
CHILDREN'S VIEWS



30

MINORITY CULTURE,
LANGUAGE AND
RELIGION

FOOD TECHNOLOGY



CLASS WEEKLY HIGHLIGHTS –

This week, our classrooms were filled with the wonderful aromas of fresh cooking as our young chefs explored new recipes and skills in the kitchen. Each class took on a delicious dish, and the results were as tasty as they were impressive!

- Gorse Class delighted us with Savoury Breakfast Muffins – light, fluffy, and packed with flavour.
- Verbena learners whipped up Mini Frittatas, perfect little bites bursting with healthy ingredients.
- Clover learners created beautifully Poached Pears – simple, elegant, and delicious.
- Moss and Heather Classes teamed up to bake a comforting Cherry Oat Bake that filled the room with a warm, fruity aroma.
- Fern Class stirred up a hearty Leek and Potato Soup – the perfect dish to enjoy as the days grow cooler.

We are so proud of our learners for their creativity, teamwork, and growing confidence in the kitchen. These culinary adventures not only build important life skills but also bring our school community together through the joy of cooking.



NEXT WEEK, LEARNERS WILL BE MAKING –

INGREDIENT OF THE FORTNIGHT – THE HUMBLE POTATO



Week Commencing 29th September

Gorse	Breakfast Muffins-Sweet
Verbena	One cup pancakes!
Clover	Bacon and Egg Roll with a cuppa
Heather & Moss	Kedgerree
Fern	Vegetable Stew

Versatile, comforting, and endlessly creative—the potato takes center stage this fortnight! Whether you're craving something crispy, creamy, or hearty, the possibilities are endless. Think golden roasties, fluffy mash, cheesy gratins, or even homemade gnocchi. You can keep it simple with a classic baked potato loaded with your favourite toppings, or go gourmet with a silky potato soup or Spanish-style tortilla. However you slice, dice, or mash it, the potato is here to prove it deserves its spotlight! Don't forget to snap a picture of your creation and share it with us office@cardrewcourt.org

Your creations will feature in upcoming newsletters 😊

CCS Star Baker - Mollie Verbena Class

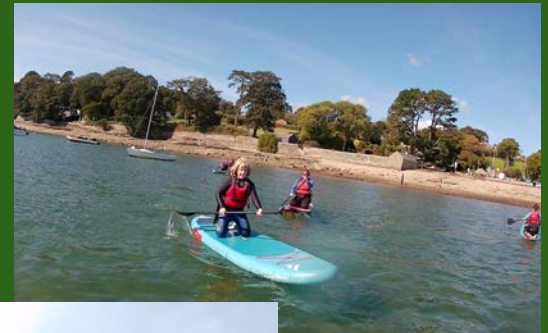




OUTDOOR ED

What a fantastic week!

The weather has been amazing and we have had the opportunity to explore parts of the third largest natural harbour in the world!



Next week the weather is looking to stay nice and sunny so we will be heading to Maenporth Beach for some more paddleboarding, perhaps with a few small waves to play around on!!

CLOVER CLASS HIGHLIGHTS



Art



This week in Art, learners explored the world of urban creativity by looking at the work of famous street artists and the role of Banksy in public art projects. Inspired by what they saw, they went on to design and create their own unique graffiti tags—expressing identity, style, and individuality in bold, colourful ways.

Humanities



In Humanities, our focus turned to early 20th-century Europe. Learners examined the events leading up to World War I, including the assassination of Archduke Franz Ferdinand, and discussed the impact of the German invasion that followed. These lessons helped bring history to life and gave students a deeper understanding of the tensions and turning points that shaped the modern world.



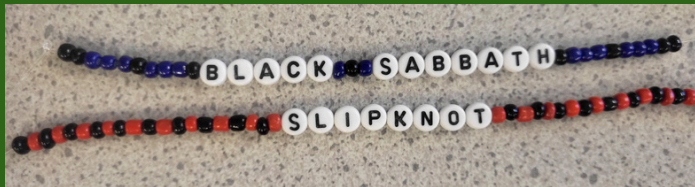
This week, our Clover learners had the wonderful opportunity to return to the water at Loe Beach. Blessed with sunshine and calm conditions, the sea was like a mirror—perfect for an afternoon of paddle boarding.

The learners embraced the experience with enthusiasm, building confidence on the boards while enjoying the beauty of the natural surroundings. Days like these not only strengthen physical skills but also provide moments of joy, teamwork, and connection with nature.



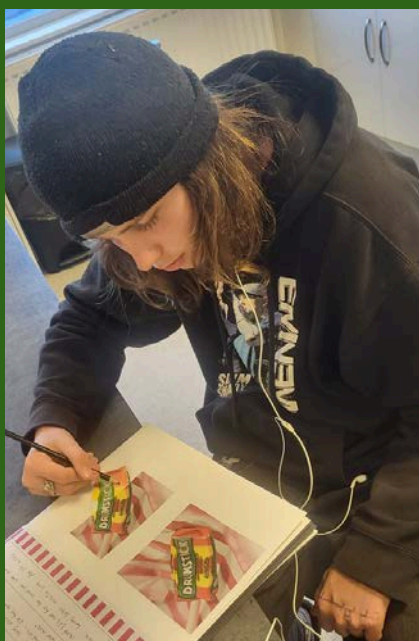
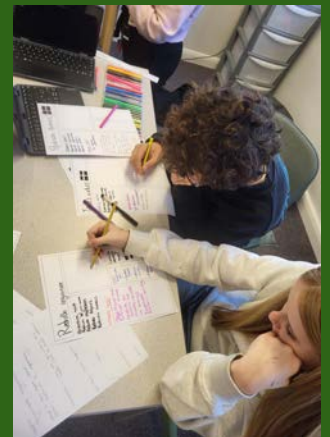
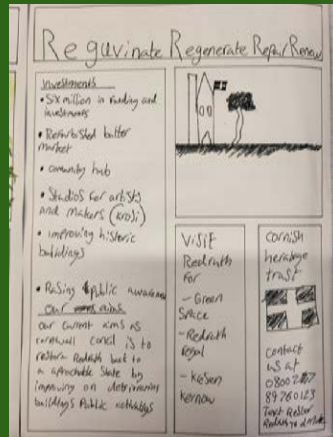
MOSS CLASS HIGHLIGHTS

We have seen great resilience in Moss this week while all feeling under the weather. Our learners have continued to get stuck into their lessons while supporting each other and utilising their personal strengths which has been lovely to see.



During our therapies session with Claire, our learners got creative with the air dry clay and bracelet kits. It was lovely to see them working together, complimenting each other and just generally getting on so well.

In Humanities this week, learners researched Redruth and how recent investment is being spent, producing newspaper articles on their findings.



In Art, we researched artist Sarah Graham and her colourful style of bringing items from her childhood to life in her hyper-realistic creations.

Our learners did a great job helping to run our stall on Friday to support our Macmillan coffee morning :)





VERBENA CLASS HIGHLIGHTS



This week, we have continued to build relationships. In Verbena, we love making slime and together we prepared some slime making kits to sell at the Macmillan Coffee Morning.

We worked together to set the stall up and our customers seemed to have been happy!

Thank you for coming to support us!



The weather has also been lovely so we enjoyed our weekly well-being walk with DJ the dog.



Whilst getting to know each other, we have begun to recap our knowledge on place value. and moved on to partitioning.

We have been busy in food tech too, thinking about how to make Fratata. We're also pretty good at the washing up!



Next week, we will continue to look at partitioning and we will start to introduce some writing skills too; help Vic write some instructions on how to play Uno!! We hope everyone is starting to feel better and I'm looking forward to us spending some more time as a whole group together; continuing to build those relationships.



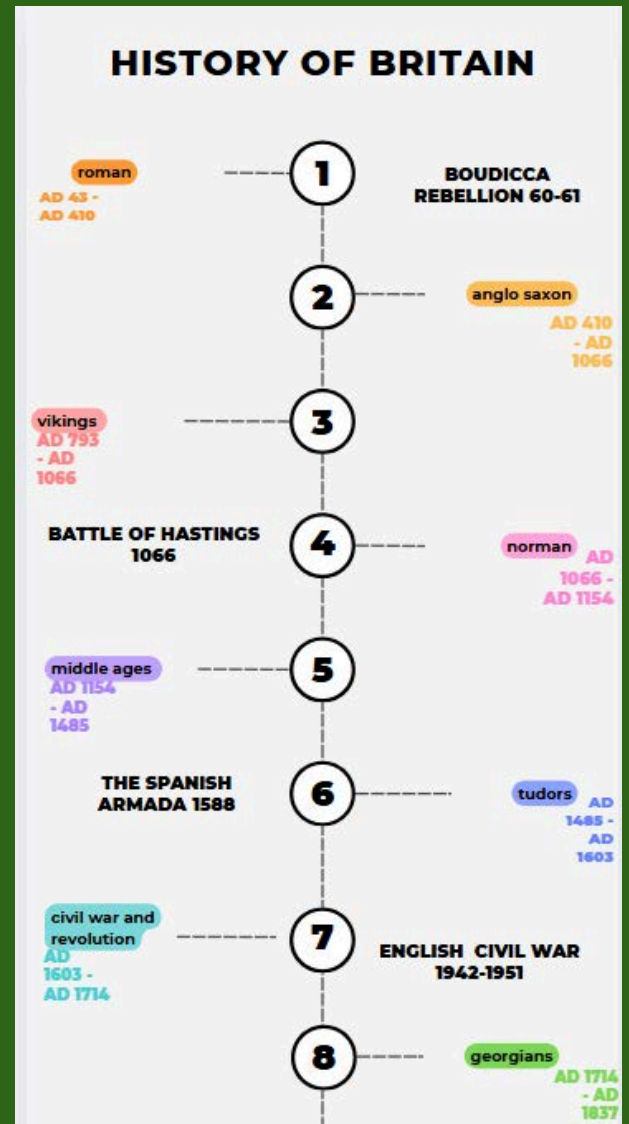
Thank you for all your hard work, showing kindness to each other and resilience. Believe in yourself!! Have a great weekend and we'll see you all next week.

Fern

Welcome to this week's Fern Class newsletter! Each week we love sharing the fantastic learning, achievements, and creativity happening in our classroom. It's a chance to celebrate the hard work of our learners and give you a window into what we've been exploring together.

This week, our learners have been working incredibly hard on their practice questions, and we could not be more impressed. The effort, determination, and achievement we've seen have been outstanding – and to think we are only three weeks into Year 11! The progress they've already made across their core lessons is truly incredible, and we are so proud of them.

In Humanities, learners have been exploring Britain's past by designing creative timelines that stretch all the way from the Roman period to the present day. The imagination and attention to detail they've shown is fantastic – here's a glimpse at one learner's brilliant piece so far...



Finally, in Careers this half term, our focus is on entrepreneurship. One of our learners has already demonstrated some real business flair, baking and packaging homemade dog biscuits to sell at the Macmillan coffee morning. Not only is this an inspiring entrepreneurial project, but it's also helping raise money for such a wonderful cause.

Heather

Outdoor Education

Learners started their week paddle boarding in the beautiful sun at Loe Beach. It was so lovely to see our learners out on the water.



Food Technology

The learners made cherry oat bakes. We had some learners add in extra ingredients to make their recipe their own.



Maths

This week Heather class spent some time revisiting multiplication. Each learner challenged themselves even when questions seemed tricky.

We are super proud of the mathematicians in Heather this week.

PSHE

During PSHE, we have been discussing British values. Learners have carried out their own research on our local MPs and how they are elected. To demonstrate our knowledge, we used Canva to create posters.

Thank you Heather for another fantastic week!

Weather for the weekend:



Gorse Class

Welcome to this week's newsletter! We've had a busy and exciting few days in Gorse Class, with lots of curiosity, creativity and hard work on display.

In Maths, we rounded off our place value unit on numbers up to 1,000,000. The children have been learning about the powers of 10 and developing their confidence in working out 10, 100, 1,000 and even 10,000 more or less than a number. This has given them a strong foundation as we move on to our next area of learning.

4 Complete the following sentences.

a) 100,000 more than 777,777 is ✓

b) 10,000 less than 444,444 is ✓

c) 1,000 more than 555,555 is ✓

➤ -The boy -who is ten-tip toed up the dark eerie stairs.



In English, we have been exploring how punctuation such as ellipses and dashes can be used to create suspense. The learners enjoyed experimenting with these techniques in their writing and spotting them in examples from our class text: The Water Tower. Next week, learners will begin planning and writing their own suspense stories, putting these skills into action.

We also began our new History topic on the Norman conquest of England. This week, we thought carefully about what made England worth conquering in the first place and the learners came up with some ideas based on historical evidence analysed.

Task 1 – Finding out about England in the 1060s

Things that made England worth conquering	-Lots of good farming <u>land</u> , <u>Good</u> money.
Things that would make it difficult for the Normans to conquer England	- <u>Ocean</u> , weather, <u>burhs</u> [a town with a big wall around and soldiers guarding it]
Things that would help the Normans to conquer England	-The Vikings had a fight first so there were a lot of injured soldiers. The Normans were better fighters than us, they had soldiers on horses.

Please tap/click the Padlet link below to see what's coming up in the week ahead.

Thankyou 😊

<https://padlet.com/MrTilley/gorse-class-wb-29-09-25-k3124yb8r60gtmpm>

Article of the Week

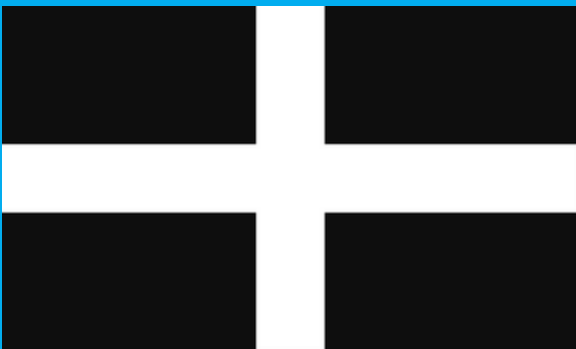
European Day of Languages

What is it? It was set up by the Council of Europe and the European Commission in 2001 to celebrate the diversity of languages across Europe. It is celebrated each year on 26 September.

The day aims to raise awareness of the diversity of languages spoken and encourages people to learn different languages.

Europe is the second smallest continent in the world. Over 200 languages are spoken across the continent.

Source:
<https://www.bbc.co.uk/bitesize/articles/zwyn9ty>



Article 7 & 8

Article 7 – birth registration, name, nationality, care

Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

Article 8 – Protection and Preservation of Identity

Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.



Why not learn some Cornish?

Whether you're curious about local heritage or just love learning something new, the [Go Cornish Website](#) is a brilliant place to start!

You'll find:

- Free classes and conversation groups
- Fun learning materials for all ages
- A handy Cornish-English dictionary to look up phrases and words

CARDREW COURT SCHOOL

WELLBEING SIGNPOSTING

FREE ONLINE WELLBEING SUPPORT FOR PARENTS : HEADSTART KERNOW

www.headstartkernow.org.uk



Listen and translate

HEADSTART
KERNOW

Working to improve the social, emotional,
mental health and wellbeing of children
and young people in Cornwall

For parents and carers

FREE access to Creative Education Parent and Carer Online Courses

Headstart Kernow working in partnership with Pooky Knightsmith / Creative Education are pleased to offer free access for parents and carers in Cornwall and IOS to wellbeing information and support for parents and carers and your children.

It's quick and easy to sign up. Or just scan this QR code.



www.headstartkernow.org.uk/parents--carers/

About Anxiety

It's a tough time to be a child

And it is a tough time to be a parent or carer. We've faced COVID, a cost of living crisis, wars, disasters, and fears about social media and climate change.

Some or all of these things will have had an impact on our children (as well as ourselves). About 1 in 10 primary school children struggle with their mental health. This has increased in recent years. The most common issues are emotional, like anxiety and depression.

Anxiety has always been around, and it is a normal and common part of everyday life.

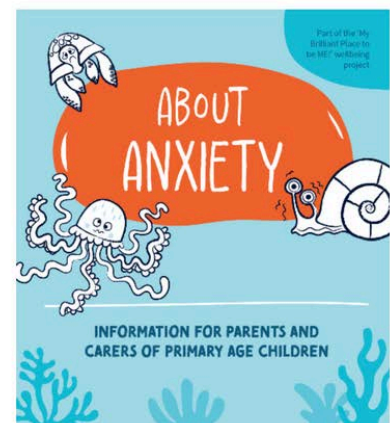
When it interferes with someone's daily life. When it stops them from doing what they want. Then it becomes a problem

About Anxiety

'About Anxiety' is a new 'Brilliant ME!' guide for parents and carers to help you help your child.

This brief guide to anxiety for parents and carers aims to:

- Help you and your child understand more about anxiety.
- Help you spot when anxiety is becoming a problem.
- Provide ideas for supporting a child at home.
- Suggest coping strategies for children.
- Signpost to help, advice, or further information.



WWW.HEADSTARTKERNOW.ORG.UK/BRILLIANT-ME

HEADSTART
KERNOW

CORNWALL
COUNCIL
The Official Council of Cornwall



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 Durrant 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.



#WakeUpWednesday

The National College