



# Hassocks Infant School

## NEWSLETTER NO. 3 - January 2025



To all our families

The Christmas holidays seem like a distant memory now! The children have enjoyed a busy start to the new term, with lots of fantastic learning happening throughout the school. We have shared some of this learning in this newsletter so that you get a flavour of what has been happening in all of the classes and year groups.

We have recently provided information about our upcoming parent consultation meetings and open afternoon. These are opportunities to share some of your child's learning and to meet with the class teacher to discuss their progress. Please refer to ParentMail for more information.

We look forward to seeing you for these events.

Adrian Bates-Holland, Headteacher

### A Reminder About Morning Drop Off and Collection

Just a reminder that our classroom doors open at **8.50am**. We expect all children to be in their classes, ready to start their learning by 9am. Please ensure that children are in school and ready to start their day by this time. Children should only arrive late in very exceptional circumstances.

We would also like to remind families to...

- Ask children to walk their bikes and scooters through the school ground
- Ensure that an adult remains with children as they come in to the school building & when leaving the school grounds
- Not use the play equipment at the start and end of the school day
- Leave dogs outside of the school gates, unless you have a dog which is small enough to be carried. If you are carrying a dog, it should not be walked through the school grounds

Thank you for your cooperation.

### Lost Property

Please can you ensure that **all** items brought into school are clearly named - all items of PE kits, water bottles, school sweatshirts and cardigans as well as coats please.

We constantly try to reunite items to their owners however we find that items are regularly unnamed or unclearly labelled. Can we also ask for items to be renamed from their siblings.

Please be assured that any named items will be handed back to your child.

We take this opportunity to remind everyone not to bring toys from home into school. Please keep cars, toys & cuddly toys safely at home.

Thank you

## Lip balms/Vaseline

Acting on advice from West Sussex County Council children are NOT to bring into school lip balms/Vaseline or any other products for sore lips. This is due to possible ingredients and allergies present throughout the whole school.

We do appreciate everyone's understanding and co-operation with this, thank you.

Please also be reminded that there should be no lotions, products or items in school that have not been prescribed. Any prescribed medication please bring into school via the office. Thank you

FOHIS

## Friends of Hassocks Infant School



FoHIS are already working hard on the Summer Fayre and have a few new ideas for the day. If there is something you would like to see happening then please do get in contact with us. All ideas are welcome. Just drop us an email: [Fohisgroup@gmail.com](mailto:Fohisgroup@gmail.com).

Put the date in your day, it's going to be a brilliant day - **28th June 2025** - timings to be confirmed.

The uniform sale that was held on Friday 10th January was a success, raising around £100.

FoHIS team members are going through and organising the uniform ready for the next sale so it will run even more smoothly - Friday 28th February 2025.

Many of the new resources bought so far have made it to the classrooms and playgrounds and the children are using them to support their learning and play. A huge thank you to everyone who supports all the fundraising events that help us raise the money that's so important for the school.

Fundraising running total...£3100

The FoHIS newsletter will follow soon with more details and dates of the next few events.



**“A BIG ‘Thank you to FOHIS for all our new outdoor equipment. We are having so much fun using everything in our outdoor explore and learn sessions. We have been practising counting on a number line using the ladders, and had so much fun using the pestle and mortars to investigate changing materials.”**



In the second half of the Autumn term and the beginning of the Spring Term the pupils in Oak and Holly Class class have embarked on their forest school journey!

The groups have had huge amounts of fun in all weathers! Building bonds, self-confidence and learning practical skills within our natural setting. The children have strengthened friendships, old and new through teamwork, games, and problem-solving activities. Each week these brilliant children have been building upon their own independence, self-esteem, resilience, confidence, curiosity, social skills, communication skills and knowledge of the wonders of our natural world.



Mud kitchen menus!



We drilled holes in our wooden discs to make necklaces and decorations.

We learned to saw safely using the Bowsaw and the wood from the Willow Tree.



We use the 'dragon sneeze' (flint and steel) to learn about the fire triangle and light our own mini fires.



We played in the snow!



We have used mallets to create beautiful pictures using the Japanese art of 'Hapezome' (leaf bashing).



We sheltered from the rain whilst we made necklaces and pencils from elder wood



We embraced and had fun in the puddles! We kept ourselves warm around our campfire.



We have worked as a team prepping food for our group. We have baked our own bread, cooking on longsticks!



We have shared food, hot chocolates, stories, and jokes around the campfire!



**\*\*\* We are looking for regular volunteers who can help us with forest school sessions. Please get in touch with Claire Daniel via the school office. Your support means everything to us and ensures these sessions can go ahead. Thank you. \*\*\***

## Update from Reception

Last half term, the children in Reception enjoyed lots of festive activities. They were very excited to go on a walk to the post box, to deliver some important letters. We were also very proud of their nativity performances.

Throughout winter, Reception love spending time in the outdoor areas and noticing the changing environment. When we get lots of the rain, the water on the field gives us endless opportunities. The children particularly enjoy using their imagination to go fishing in the temporary pond!



During PE, reception have started gymnastic sessions. They have been developing climbing, balancing and jumping as they explore different equipment. We have been very proud of how the children have followed our Safe Spike rules during these sessions!

## Update from Year One

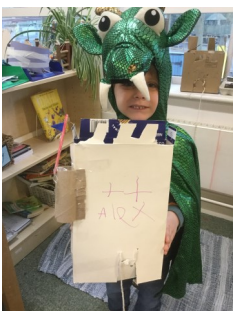
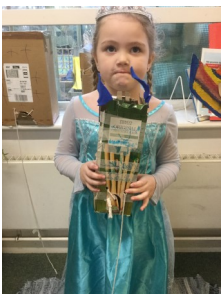
Last term we had a great Kingdoms, Castles and Crowns day. We dressed up and used our DT skills to make castles with moving parts.

We have started the new term brilliantly in Year 1 and have come back full of enthusiasm and ready to learn.

This term we have been scientists and have investigated different materials. We thought about which material would be best to build a bridge from Scotland to Northern Ireland and tested materials in class.

We are also historians this term and can't wait to find out more about Magnus Volks and his inventions. We are also looking forward to our first school trip on a coach to Amberly transport museum.

We have been enjoying using the outdoor area, playing in the snow and investigating ice.



Information below from Sussex Partnership NHS team for all parents and carers.  
Should you wish to discuss any of the information please speak to your class teacher.

## Sensory strategies to support levels of emotional arousal

### What is Sensory Processing?

Sensory processing involves the ability to take in information about our environment through the senses and use the information in a meaningful and functional manner. Every day is filled with sensory experiences. These sensory experiences help the child to develop, grow and learn. Typically, a child will engage in a variety of sensory experiences through his daily activities and play.

### Sensory Systems as Building Blocks to Learning

Sensory information is received through various receptors throughout our bodies and then sent to the brain for processing. Our brain organizes the information and facilitates an appropriate response or reaction. The most familiar sensory inputs include vision, hearing, smell, taste and touch. However, other sensory systems include proprioception and vestibular input. Proprioception relates to deep pressure to the muscles and joints. Gravity, heavy work and compression of the joints activate the proprioceptors. Vestibular input is related to the balance system and the inner ear. The vestibular system is activated through movement activities

Imagine your child's body is like a car engine, sometimes they may feel like their engine is running in **high speed**, in **low speed**, or **just right**.

When their engine is in **high speed**, they may find it difficult to pay attention, to sit quietly in their seat or get work completed. When their engine is in **low speed**, they also may find it hard to concentrate, they may "daydream" easily or feel like a "couch potato".

When they are in the **just right** place, it's usually easier to pay attention, to get work done and to have fun.

If they want to change their engine speed from **high** or **low** to get into the **just right** feeling, there are many sensory strategies they can try. Using various senses, they can change their engine speeds.

Examples (to either help to calm or alert your child depending on what is needed)

- Put Something in Your Mouth (see below for more info on foods)  
Eat hard candy, crunchy food, chewy food, sour food, sweet food drink from a straw, try combination food, take slow deep breaths
- Move  
Do isometrics, power walk, run up and down stairs, run an errand for the teacher, shake your head quickly, head roll, jump and touch the doorframe, do aerobics, play a sport, dance
- Touch  
Use a fidget toy, rub skin or clothing, wash your face, play with a stuffed animal, use large pillows
- Look  
Bright or dimmed lights, clear table of distractions, read a book
- Listen  
Classical or rock music depending on what helps to calm or alert (whichever you are trying to do)  
headphones, quiet space

The right amount of sensory input for readjusting the neurological system will help your child to function at his/her "optimal" level.

After participating in sensory activities, your child is more able to focus and handle the stresses of his/her everyday environmental situations. The child is usually happier and better prepared for learning after participation.

The right frequency, duration, and intensity of sensory experiences is needed in order for your child to maintain the appropriate level of arousal for daily functioning.

**Think about the following:**

- When does your child demonstrate “upset” behavior? Can you determine the “trigger” for this behavior?
- Are transitions a problem for your child? When do they occur?
- Does your child have specific food or clothing preferences? Specific food dislikes and/or clothing dislikes?
- Does your child have difficulty with peer relationships? Does he/she play too roughly with other children or prefer to play alone?
- Does your child have gross motor problems such as falling down frequently, bumping into things, trouble with balance, or coordination delays?

**Tactile (touch)**

The tactile system is our primary protective system. When a person receives tactile input dopamine is released into the body. Dopamine is needed to wash away stress chemicals such as adrenaline. Deep touch can be very soothing i.e. massage. Please remember that deep touch is very different than light touch and produces different reactions. Light touch may be seen as threatening and annoying especially to those children who are avoiding or are hyper sensitive to tactile input. When providing deep touch to your child please be sure that you are giving enough pressure. Pressure should be the amount you would give during a relaxing massage

**Using food to help organize your child**

When using foods to help organize your child please take into account that defensive or high arousal children need calming foods which are sweet, neutral or warm.

Low arousal or hypo responsive children need alerting foods which are salty, sour and spicy.

Some foods are on both the list for calming foods and for alerting foods. Whether these foods will be calming or alerting depends on their temperature, texture and taste (sweet vs. spicy) Be sure to keep track of which food seem to help your child as this can be very helpful information going forward.

**Foods that provide calming input**

- Chewing gum (fruit flavored)
- Chewy foods (Twizzlers, Swedish fish, raisins, rice crispy treats, dried fruit, fruit leather, granola bars, bagels, beef jerky)
- Crunchy foods (carrots, pretzels (salt free), cheese doodles, gold fish)
- Sucking pudding, milkshake or applesauce through a straw
- Foods that require sucking (lollipops, sucking candies)
- Sucking water from a sports bottle

**Foods to help alert your child**

- Chewing gum (mint or cinnamon)
- Salty foods (pretzels, gold fish, croutons)
- Sour foods (lemonade, sour patch kids, lemons, craisins, war head (candy or spray)
- Spicy foods (Red hots, hot tamales, hot sauce etc)
- Cold foods (ice, water, popsicles)

**Environmental Considerations**

Alerting	Calming
Bright lights	Low lights
Loud music	Soft music
Fast, unpredictable movements	Slow rhythmic movement
Light touch	Deep pressure
Spicy, crunchy sour foods	Chewy foods
Jumping	Rocking
Fast respiration	Slow, deep breaths
Heavy perfumes	Soothing smells