



Flourish!

Developing deep roots for bearing fruit through our school magazine, written by pupils for pupils.

Science simplified – the second law of motion explained for you!

Have you ever wondered why different objects move at different rates when you push them? Well, the answer is right here! Picture this: you have a small toy car and a big heavy truck. Then you push both of them. You'll notice that the little car zooms away speedily and the cumbersome truck barely moves. The Second Law of Motion (which is a scientific rule developed by Sir Isaac Newton) says that the harder you push, the faster something moves, and the heavier something is, the harder it is to get moving. In simple terms, a big push equals a larger distance covered but the force of the push needed is dependent on the mass of the object.

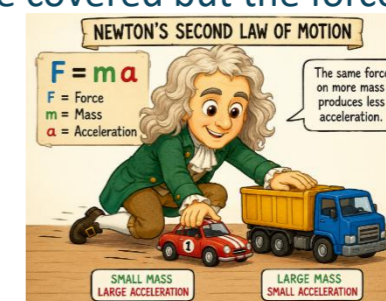
The rule looks like this: $F = ma$

F = Force (how hard you push)

M = Mass (the weight of the object)

A = Acceleration (how quickly it speeds up)

So to recap and summarise, the harder you push something, the faster it goes – but heavier things need a bigger push!



How to regulate your emotions

When emotions feel overwhelming, it is important to stay as calm and regulated as possible. Although this can feel difficult, there are a range of strategies that can help. With regular practice, you can become more confident in managing and understanding your emotions.

Resource free strategies

When you have limited resources around you, mental strategies can be especially useful for calming your mind. One effective method is controlled breathing. A simple breathing technique you can use is **box breathing**. Box breathing helps you feel calm and in control. To do it, breathe in slowly through your nose for 4 seconds, hold your breath for 4 seconds, breathe out slowly through your mouth for 4 seconds, and then hold again for 4 seconds. Repeat this a few times until you feel more relaxed.

Another helpful strategy is visualisation. This involves imagining a place, person, or memory that makes you feel safe, happy, or relaxed. You could picture somewhere you have been before or a place you would like to visit in the future.

You can also use simple cognitive games to distract and refocus your mind. For example, the alphabet game involves choosing a category and then working through the alphabet by naming something that fits that category for each letter. This helps shift attention away from strong emotions.

Physical strategies

When your thoughts feel overwhelming or confusing, physical strategies can help you release tension and feel more grounded.

Fidget boxes can be very effective. These are containers filled with sensory tools designed to suit your needs. Using items such as stress balls or textured objects can help redirect nervous energy and promote calmness. Ask your teacher for more information!

Another strategy is expressive writing. Writing down your thoughts and feelings on paper and then disposing of it can create a sense of release, helping you feel as though you are letting go of difficult emotions.

There are many other strategies that you can explore and develop over time. Everyone is different, so it is important to find what works best for you.

We hope this guide has been helpful and that you feel more confident using these strategies when you begin to feel overwhelmed or emotionally dysregulated.

Alder Grove – the school that's just right!

A tale combining a traditional character with a modern setting!

There was a young girl named Goldie Locks, who had moved to Shinfield a few days prior, following a slightly embarrassing incident involving a family of bears (but that's a story for another day). Her parents were incredibly anxious as they packed her school bag for the busy, bustling day ahead. The reason for their nerves was that she was incredibly particular in her virtues and what she deemed to be of an appropriate standard. As she walked into the school office, she was greeted with a cordial smile from Miss Price, "hmm, that warm welcome was.... just right!" she thought to herself. With her book bag clutched in her juvenile hand, she skipped into Starling class, ready for her guided reading lesson. Mrs Alexander-Dawson taught with clarity, confidence and a conscientious nature. Goldie Locks felt her brain expanding with knowledge! She leaned to a pupil across from her and whispered, "Are Mrs Alexander-Dawson's lessons always pitched just right?" she asked with a tone of curiosity. "Yes, they are." the boy replied with a smile. Goldie Locks's shoulders softened – she was starting to believe this school was a place where she could truly flourish.

The clock seemed to whizz by, suddenly it was time for lunch. The hall was a buzz with laughter, joy and the sight of children eating nutritious meals. With quiet anticipation and a nurturing tone, the lunch staff handed a red tray to Goldie Locks. She took a whiff of the delicious aroma. "Just right!" she repeated to herself.

Nearing the end of the day, Goldie Locks attended Collective Worship led by Mr Theobald. As she listened, she felt included, inspired and motivated to develop deep roots to bear good fruits.

As Mr Pycraft unlocked the gates, Mr and Mrs Locks waited with trepidation to hear about their little girl's day. "How was your first day at Alder Grove, Goldie?" her mother enquired curiously.

"Just right," she replied and skipped away with jubilation and pride in her step.