

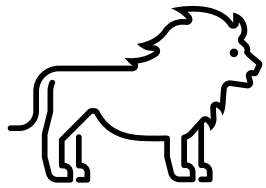


# Allanson Street News

5th July 2024

Our value this month is:

## Courage



### Reading

Please make sure you listen to your child read at least 3 times a week and record this in their reading records.

For those children not yet bringing a reading book home, please make sure you are reading to them as frequently as possible.

## This Week's Highlights

In **Nursery**, we looked at photographs of vehicles from the past and compared them with vehicles from the present day. We had a fabulous time on today (Friday), working with our families as we completed the activities at our Pirate activity day.

In **Reception**, we have continued our learning around pirates with the book, 'The Pirates Next Door'. The children designed, created and decorated treasure using salt dough. We also welcomed families into school for our Pirate Activity Day focusing on fine and gross motor skills – I think this was a huge success and everyone had a great time. We have begun our learning around Australia to allow us to compare how we live compared to those who live, 'Down Under'.

In **Year 1** we have been exploring numbers up to 100 and our multiples of 10. We know that numbers are made up of tens and ones. In English we have enjoyed using hashtags to summarise our story. We are amazing historians as we were able to recall so many facts about our school's past and compare them to our school now. In PE we have improved our racket and ball skills.

**Year 2** have been busy writing their own adventure stories all about an imaginary trip to The Magic Faraway Tree where they got to visit the Land of Take What you want! This has certainly inspired our little authors and we are very proud of how hard they have worked on their writing this week.

In **Year 3** we really enjoyed our trip to the World of Glass this week. We learned all about the history of glass making in St Helens, watched a glass blowing demonstration and took part in a workshop about Victorian toys. We also looked at building use in St Helens town centre, and will be comparing this to years gone by.

In **Year 4** we been very busy perfecting and publishing our nature poems, learning about shapes and symmetry and adding more detail to our Banksy inspired drawings as we have explored tone and texture. We were also very enthusiastic when we conducted an experiment to see if we could create a sound wave!

In **Year 5**, we have enjoyed looking at negative and positive numbers in maths. In English, we have continued to research more information about Malala Yousafzai to help with writing our biography. In Geography, we have looked at how rivers start from the source and how it travels through the middle and lower course until reaching the sea.

**Year 6** have been rehearsing solidly for their production. They've had a really busy week out for transition days at their new high schools, but we think they've almost nailed the songs and dance moves in the lessons in between. Good luck for the performance!

## Dates for your diary

- 10<sup>th</sup> + 11<sup>th</sup> July- Y1 St Peter's Church
- 11<sup>th</sup> July- Y5 Gulliver's World
- 18<sup>th</sup> July- Year 6 Production
- 22<sup>nd</sup> July- Leaver's Assembly

## Reminders

Please make sure your child is wearing the correct school uniform. Complete guidance can be found on the school website. If you have any questions regarding uniform, please speak to your child's class teacher.

Remember that we have plenty of pre-loved uniform in our Unicycle centre. If you'd like to access this service, please contact Mrs Browne or Mrs Tyrer via Class Dojos.

**Year 5 Maths Whizz**  
**After School**  
**Tutoring**

**Thursdays @3:15-**  
**4:15pm**



# This Week's Value Stars!!

<b>Nursery:</b> Jamal, Orla, Ollie, Lily	<b>Reception:</b> River S, Harry J, Niamh A, Larry O
<b>Year 1:</b> Ollie, Gracie, Lyanna, Mason	<b>Year 4:</b> Robyn S, John J, James P, Scarlett-Rose E
<b>Year 2:</b> Tyler H, Theo T, Theo V, Sophia T	<b>Year 5:</b> Keagan, Ellie F, Skylar, Jacob.
<b>Year 3:</b> Lillie-Mai, Olivia, Morgann, Sophia	<b>Year 6:</b> Kyle.

## Attendance

**Early Years** – Nursery am 96.9% Nursery pm 93.1%

**RKL 97.2%** RMC 93.8%

**KS1** –

**Y1CS 96.4%** Y1TE 94.6%

Y2GW 96.1% Y2LB 95.5%

**LKS2** –

Y3LA 97.7% Y3LC 97.5%

**Y4MC 98%** **Y4MM 98%**

**UKS2** –

**Y5EK 96.6%** Y5NO 93%

Y6JM 91.7% Y6KK 92.7%

(This week's winners are highlighted in yellow)

**School Target:**  
96%

## This Week's Learning at Home

### Word of the Week:

**Nursery** – compare

**Year 3** – dissect

**Reception** – shipshape

**Year 4** – insulate

**Year 1** – exquisite

**Year 5** – negative

**Year 2** – enchanted

**Year 6** – exhibition

## Weekly Winners



**Numbots. Nursery - Year 2:** How many coins can you earn?

The highest number earned over the week will get 3 dojos. **Last week's winner= Dominik D, Reception**



**Mathswhizz. Years 2-6:** The class with the most time spent on MathsWhizz that week will get 3 dojos each. **Last week's winners= Y5NO**



**Times Tables Rockstars.**

**Years 3-6:** Here are your group battles where the winning classes of these battles get 3 dojos each.

**Last week's winners were**

**= Matthew N, Y4**

**Next week's battles...**

5th July - 11 July 2024

**Y6KK 0**

**Y6JM 0**

**Y5NO 0**

**Y5EK 0**

**Y4MM 0**



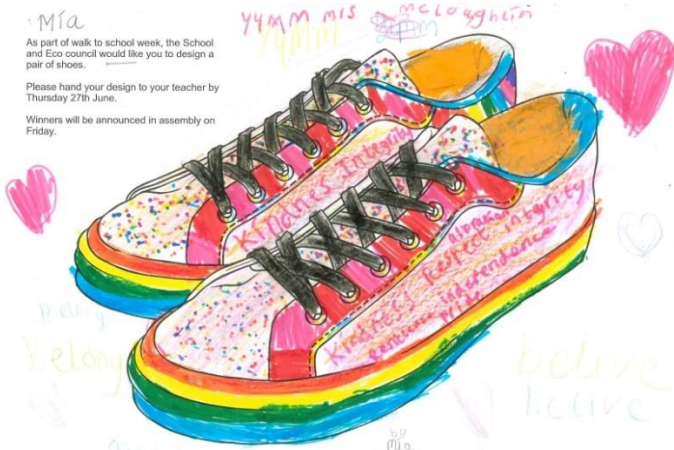
# Well done to our super shoe design winners, Mia, Drake and Amelia. Which do you fancy wearing?

Mia

As part of walk to school week, the School and Eco council would like you to design a pair of shoes.

Please hand your design to your teacher by Thursday 27th June.

Winners will be announced in assembly on Friday.



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believe in your self always

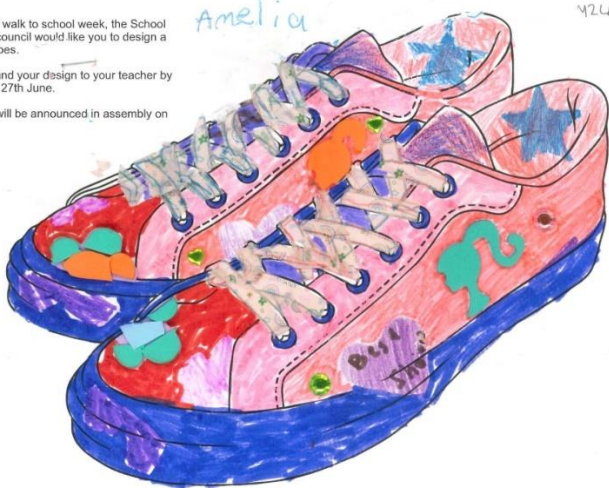
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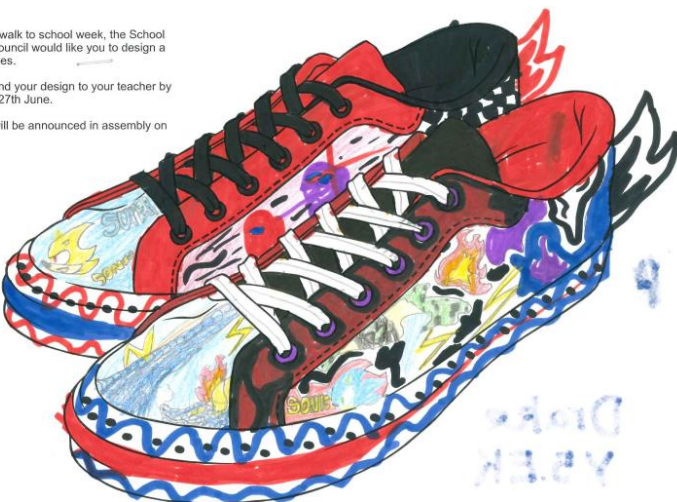
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Drake

5EK

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# What Parents & Educators Need to Know about ONLINE TROLLING

The term "Trolling" refers to sending hurtful or provocative comments – often done anonymously online – to provoke a reaction or cause emotional distress. Anonymity can embolden people into saying things they wouldn't dare say in person. Euro 2024 and other tournaments tend to put an emphasis on this, with the abuse of both players and fans often increasing during such events.

## WHAT ARE THE RISKS?

### ESCALATION

Many trolls begin with silly, banal comments before moving on to a broader pattern of offensive messages and posts. They can also turn their attention very quickly to a new target if they grow bored with an existing one, which makes engaging with one fruitless at best – and potentially dangerous at worst.

### HIDING BEHIND A SCREEN

Because trolls tend to use anonymous profiles, they enjoy a lack of accountability. This also means they'll often have multiple profiles, potentially switching between them regularly or posting across several of them at the same time, making a target feel as though there's no escape. After all, once you block one account, what's to stop them reappearing elsewhere?

### 24/7 CONTACT

The internet has given us the ability to remain in contact at any time, from almost anywhere in the world. A troll having the ability to reach you whenever they want can leave you feeling like their abuse is unavoidable. While they don't see you in real life, they can message you at any time, reach out to your peers online and even try to discover your personal information to scare you.

### HATE SPEECH

Sadly, many trolls resort to spewing racial slurs, homophobic attacks and awful stereotypes, as these often stand the best chance of causing emotional harm. This can add a hefty degree of weight to their attacks, moving from what might charitably be described as "teasing" into a genuine hate crime. After Euro 2020, three England footballers were racially abused, resulting in several prison sentences.

### IMPACT ON VICTIMS

It's not uncommon for the victims of trolls to shut down their accounts, disappear from public life, and try to stay out of the crosshairs for a time – with some even leaving social media forever. This can have a severe impact on children and young people's connections to friends and the world at large, and may not even actually stop the troll. The victims' families, for example, may have online profiles that trolls can still access.

### NORMALISATION OF TROLLING

It is, regrettably, inevitable that some people will go too far in their criticisms or comments, both online and in the real world. This can lead to many people seeing trolls and their abuse as part and parcel of social media – an inherent risk of interacting with others online. This doesn't mean, however, that it should be considered "normal" or even tolerated.

## Advice for Parents & Educators

### USE PARENTAL CONTROLS

While social media platforms (where most trolling tends to happen) aren't always helpful when responding to abusive behaviour, parents can set up screen time limits, so children only get to use certain apps at certain times. There's always the potential for trolling to occur anyway – such as friends showing screenshots to one another – but this would minimise the likelihood of children seeing it.

### ENCOURAGE EMPATHY

While every professional athlete aspires to maintain high standards, it's important to separate the player from the person. A player's performance doesn't make them worthy of abuse, and that can often be forgotten by younger children who simply see the colour of the shirt without considering the person wearing it. For all the rivalries between teams, it's essential children understand that players are still human beings, with families and lives outside of sport.

### DON'T ENGAGE WITH ABUSE

A well-known adage on social media is "don't feed the trolls". Fundamentally, if a child identifies a potential troll online, it's best not to engage with that individual directly. Instead, consider setting up a log to gather evidence for reporting them later on, including screenshots and quotes where possible.

### BLOCK AND REPORT

While anonymous accounts make it difficult to block trolls permanently – or even for very long – it's still good practice to help children learn to control who can engage with them online. It's not worth "feeding the trolls", and it's more helpful to block them, report them, and try to move on. Blocking and reporting is an anonymous process, too, so there'll be no indication of who specifically blew the whistle.

## Meet Our Expert

Lloyd Coombes is the Editor in Chief of GBBeacon, and has been working in the gaming and tech industry for five years. A long-time fan of Arsenal, he's a parent who understands the importance of online safety. He's also a tech and fitness writer whose work has been published on sites including IGN, TechRadar and many more.



Source: See full reference list on [nationalcollege.com/guides/online-trolling](https://nationalcollege.com/guides/online-trolling)

