



# Allanson Street News

27th September 2024

Our value this month is:

## Aspiration



## 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.



## Dates for your diary

- **27<sup>th</sup> September**- National Teaching Assistant's Day
- **30<sup>th</sup> September**- Black History Month
- **16<sup>th</sup> October** Candle Lit afterschool sessions starting



## 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 have listened to the story and song "Pete the cat – I love my white shoes" The children worked in a group to sort different coloured objects. The children are becoming more familiar with routines, and we have started to spend time in our small groups to complete activities. We have used our "listening ears" to listen to sounds all around us.

In **Reception**, we have spent the week looking at families and how each family is unique and special. In maths, we have focused on comparing and creating sets. In phonics, we have looked at the sounds m,a,s,d,t and practised blending sounds together to make words. The children also had a great time at Forest School with Mrs. Glynn and Mrs. Spofforth.

In **Year 1** the children have been writing wanted posters to find the wolf. We have used adjectives! In maths, children have worked hard to identify 1 more and 1 less than given numbers. This has helped the children to understand place value to 10!

**Year 2** have been working hard writing their own versions of the story "The Queen's handbag". They have used their plans to help them formulate their ideas. In Science we have enjoyed completing an experiment to see which material was the stretchiest and have begun learning the continents in geography.

In **Year 3** we have continued to enjoy our topic about the Stone, Bronze and Iron Ages, looking at the achievements of this period and how we still use them today – such as the invention of the wheel! We are also enjoying our Spanish lessons, this week we have been learning how to say hello and to greet people.

**Year 4** have enjoyed exploring the habitats around us this week as we developed our understanding of the creatures and trees/plants that live on our school field and used our guided reading sessions to find out more about the ways in which animals have adapted to survive and thrive in urban environments. We have also been working hard to improve our hockey skills and researching some key facts about the ancient Maya in our history lessons.


**Year 5** have enjoyed their science investigation and have found out that different shaped objects have different levels of water resistance. The children have also worked extremely hard creating their vocabulary word banks which has supported their writing. We have also been working hard to improve our netball skills and are enjoying our competitive games.

**Year 6** have continued reading The House with Chicken Legs and focussed on Marinka's friendship with Benjamin and Nina. The children are in the process of writing a recipe for friendship using


# ★ This Week's Value Stars!! ★

<b>Nursery:</b> Brooke, Lucas D, Suzanne & Ishya	<b>Reception:</b> Lockley, Ivy, Tommy, Robyn
<b>Year 1:</b> Freddie, Aoife, Carter, Oliver V, Harley-Louise D	<b>Year 4:</b> Lila W, Olivia S, Blake T, Aamanee A
<b>Year 2:</b> Bailey B, Abigail K, Anna-Rae H, Lyanna A	<b>Year 5:</b> James P, Aryia, Harry, Kobe
<b>Year 3:</b> Harlem, Riley, Elaina T, Charlie E	<b>Year 6:</b> Olivia Bu, Lojanesh S, Ella H, Emily C

## ★ Weekly Winners ★

 Y6 Reading Plus top readers this week:

Student	Reading (SR) Avg Lessons/Week	% Reading Assignments Completed
S Ingrid	4.3	340%
K Anastasia	4.0	320%
O Olamide	3.3	260%
C Emily	3.0	240%

 Top on the Times Tables Rockstars leaderboard is:

Rank	Name	Rockname
1	Chloe B	Lady Bazzell
2	Matthew N	Max Blackpool...
3	Ruby J:	Gene Riley
4	Elliott L	Axle Lorre

## Attendance



<b>Early Years</b> – N am 92.5% N pm 96.7%	RKL 94.8%	RMC 93.5%
<b>KS1</b> –	Y1PT 96.3%	Y1TE 98%
	Y2GW 90%	Y2LB 98%
<b>LKS2</b> –	Y3EH 97.5%	Y3LC 100%
	Y4MC 97.9%	Y4MM 95.5%
<b>UKS2</b> –	Y5EK 97.6%	Y5NO 95.3%
	Y6JM 94.1%	Y6LA 93%

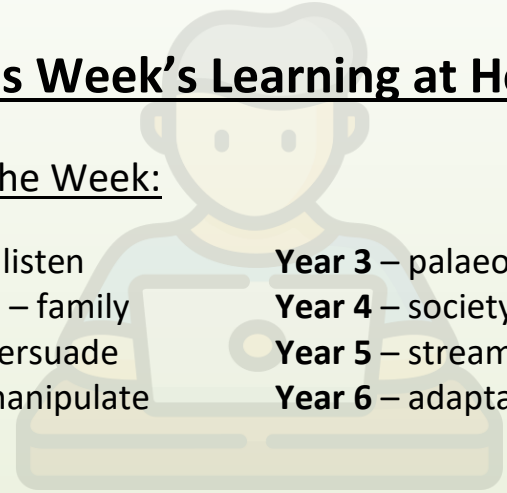
(This week's winners are highlighted in yellow)



## This Week's Learning at Home

### Word of the Week:

- |                            |                              |
|----------------------------|------------------------------|
| <b>Nursery</b> – listen    | <b>Year 3</b> – palaeolithic |
| <b>Reception</b> – family  | <b>Year 4</b> – society      |
| <b>Year 1</b> – persuade   | <b>Year 5</b> – streamlined  |
| <b>Year 2</b> – manipulate | <b>Year 6</b> – adaptation   |



With around 1.6 million teenage users, Instagram has become a favourite hangout for many youngsters online

Despite having so many young members on the platform, it poses its fair share of risks. Download here >>

[ow.ly/gfNu50Tv2wu](http://ow.ly/gfNu50Tv2wu)

# What Parents & Educators Need to Know about INSTAGRAM

Instagram is a highly popular social media platform with over 2 billion active monthly users. The app is continuously updating and adding new features to meet the wishes of its audience, allowing them to upload images and videos to their Instagram feed, create interactive 'stories', go live, exchange private messages or explore and follow other accounts that catch their eye.

**AGE RESTRICTION 13+**

## WHAT ARE THE RISKS?

### ADDICTION

Many social media platforms, Instagram included, are designed to keep us engaged on them for as long as possible. They encourage scrolling often and scrolling more in case we miss something important – in essence, a fear of missing out. On Instagram, young people can lose track of time when aimlessly scrolling and watching videos posted by friends, acquaintances, influencers and possibly strangers.

### UNREALISTIC IDEALS

Children sometimes compare themselves to what they see online: how they look, how they dress, and the way their life is going in comparison to others on social media. However, most people only share the positives about their lives online and many use filters when uploading pictures of themselves. A constant comparison with unrealistic ideals can lead to insecurity over one's own appearance and lifestyle.

### GOING LIVE

Live streaming on Instagram allows users to connect with friends and followers in real time. Risks increase if the account is public, because that means anyone can watch the broadcast, which could result in further contact from strangers. Additional dangers of going live include an impulse to act inappropriately to draw more viewers, as well as being exposed to harmful content or offensive language.

### INFLUENCER CULTURE

Social media influencers are sometimes paid thousands of pounds to promote products, services, apps and more. When celebrities or influencers post such content, it often says 'paid partnership' above the post. In April 2024, Ofcom found that over a quarter of children (27%) believed in influencer marketing, accepting their endorsement of products wholeheartedly. So it's perfectly possible for young people to be taken in by this kind of content.

### PRODUCT TAGGING

Product tags allow users to tag a product or business in their post. This tag will take viewers directly to the product detail page on the shop where the item can be purchased. Children may also be encouraged by influencers to purchase products that they advertise.

### EXCLUSION & OSTRACISM

Youngsters are highly sensitive to feeling excluded, which comes in many forms: not receiving as many 'likes' as expected; not being tagged in a friend's photo; being unfriended; not receiving a comment on their post or a reply to a message they sent. Being excluded online hurts just as much as offline. Young people who reported lower moods and self-esteem when excluded in this way, feeling as if they don't belong and aren't valued.

## Advice for Parents & Educators

### AVOID GOING PUBLIC

If a young user wants to share their clothing style, make up or similar and use product tagging to show off the items in their post, they may be tempted to change their settings to public. This leaves their profile visible to everyone, which carries the risk of strangers getting in touch with them. Set a child's account to private and explain the importance of keeping it this way.

### HAVE AN OPEN DIALOGUE

Talk to children about the positives and negatives of social media, including the risks involved and how they can view or create content safely with family and friends. Explain how safety settings will ensure only followers can view them, and why this is so important. Also, if you find a child continuously uses filters on their photos, ask them why and impress on them that they don't need it.

### MANAGE LIKE COUNTS

Due to the potential impact on mental wellbeing, Instagram allows users to hide the total likes on their posts, to prevent people from obsessing over that number in the corner. Users can hide like counts on all the posts in their feed as well as on their own posts. This means others can't see how many likes a person gets. This can be done by going into Settings > Notifications > Posts > Likes > Off.

### USE MODERATORS

Instagram Live has implemented a mechanic called 'Moderators', meaning that creators can assign a moderator and give them the power to report comments, remove viewers and remove the ability for certain viewers to comment at all. Consider this if a child in your care wants to go live on the platform. It's also recommended to keep devices in communal spaces so you're aware if a child does go live or watch a livestream.

### FOLLOW INFLUENCERS

Following influencers will allow you to monitor what they're sharing as well as being able to discuss anything which you deem inappropriate. Talk to children about who they follow and help them to develop critical thinking skills about what the influencer is trying to do. For example, encourage the child to ask themselves if an influencer is trying to sell them a product when they make a video endorsing it.

### BALANCE YOUR TIME

Instagram has a built-in activity dashboard that lets you control how much time is spent on the app. Make sure children sign in to the platform with the correct age, as Instagram's 'Teen Accounts' afford much more control for parents and carers over how long they can use the app each day. Talk with young users about how much time they spend on Instagram and work together to set a healthy time limit.

### Meet Our Expert

Dr. Claire Sutherland is an online safety consultant at @CyberAware. She has developed and implemented anti-bullying and cyber safety workshops and policies for schools in Australia and the UK. Claire has written various academic papers and carried out research for the Australian government comparing internet use and sexting behaviours of young people in the UK, USA and Australia.

**#WakeUpWednesday**

**The National College**

Source: See full reference list on guide page at: <https://nationalcollege.com/guides/instagram-2022>

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