



Allanson Street News

25th April 2025

Our value this month is:

Resilience



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 **Pastoral Clasdojo**.



Dates for your diary

- 1st May- Acorn Farm for Nursery
- 2nd May- Acorn Farm for Nursery
- 5th **May School closed for Bank Holiday**
- 8th May Poetry Buzz Day

COUGHS & SNEEZES SPREAD DISEASES



Please
COVER UP!

Coughs and sneezes spread diseases!

To help stop the spread of germs:

- Cover your mouth and nose with a tissue when you cough or sneeze.
- Throw used tissues in the rubbish bin.
- If you don't have a tissue, cough or sneeze into your elbow, not your hands.

Remember to immediately wash your hands after blowing your nose, coughing, or sneezing.



This Week's Highlights

In **Nursery** we have focused our learning on the story Farmer Duck, we talked about how mean and lazy the farmer was and how important it is for us to work as a team just like the animals helped the duck. We have been practising our counting skills and looking at the different ways to place a number of animals in the farmer's field.

In **Reception**, we have begun our Traditional Tales topic with the story 'Jack and the Beanstalk'. The children have enjoyed learning about St. George and why he is important to people in England. To celebrate, we learned Morris Dancing and performed for our friends. In math, we looked at 2D shapes and how we can see 2D shapes on some 3D shapes.

In **Year 1** We have started looking at our new book 'our friend Earth' and a selection of poems to get ourselves ready to write our own poetry. We have been beginning to count in 2s, 5s and 10s and singing songs with these. We enjoyed our Dance lessons with Lucy and went to the IT suite to begin our digital writing lessons.

In **Year 2** we have had a great first week back learning all about Sir David Attenborough and beginning to write a non-chronological report all about him. We worked hard to recall all our Great Fire of London knowledge and think carefully about who might be to blame for the fire starting initially. We have also worked hard to learn how to tell the time at five-minute intervals too!

In **Year 3**, we have started a new Science topic all about rocks! So far, we have been exploring igneous rocks, which are usually found near volcanoes. In geography, we have continued our topic about mountains, learning about the climate on Mount Everest.

In **Year 4** we have been working hard to develop our knowledge and understanding of the growing concerns about climate change and the ways in which we can solve the problem at home. Many of the children were very brave during their first swimming session and we are looking forward to starting our swimming lessons in the coming weeks. We have also started to learn about significant landmarks in Geography and will continue to find out more as we continue our map skills topic!

In **Year 5** we have enjoyed our first sessions of forest school. In PHSE we have been looking at how we can be our best selves and look after our bodies. The children are also enjoying our class text, Room 13 and have made some great predictions on what they believe is behind the door.

In **Year 6**, we have continued to revise and learn new facts for our fast-approaching, upcoming SATs. They have been developing their hockey skills in PE and evaluated their piece of artwork, inspired by Adonna Khare.

This Week's Value Stars!!

| | |
|--|--|
| Nursery: Theo, Ren, Lucas D & Lottie | Reception: Junior, Levi-Lucas, Louie, Mason |
| Year 1: Harry J, Harley-Louise D, | Year 4: Joeshan S, Luke P, |
| Year 2: Louie B, Hunter M, Roux T, Ethan T | Year 5: Riley, Lucy Mae, Ameila and Sonny |
| Year 3: Logan O, Miruna B, Bella H, Chloe B | Year 6: Skylar L, Faith D, Bella A, Skyla B |

Weekly Winners



The top Oxford Reading Buddies this week:

Students ▾

eBooks completed ▾

Logins

Lucy-Mae L
Year 5

5

6



The Times Tables Rockstars winner is:

Anastasia K, Year 6 JM



This week's tournament:

25th April - 1 May 2025

All Girls 0

All Boys 0

Attendance

School
Target:
96%

Early Years – Nam 97.6% Npm 95.6%

RKL 97.8% RMC 100%

KS1 – Y1PT 99.2% Y1TE 95.4%

Y2GW 92.9% Y2LB 92.7%

LKS2 – Y3EH 97.5% Y3LC 97.5%

Y4MC 97.4% Y4MM 95.8%

UKS2 – Y5EK 97.9% Y5NO 93.8%

Y6JM 88.7% Y6LA 96.7%

(This week's winners are highlighted in yellow)



This Week's Learning at Home

Word of the Week:

Nursery – exhausted

Year 3 – igneous

Reception – Morris dancing

Year 4 – activist

Year 1 – multiplication

Year 5 – cowardice

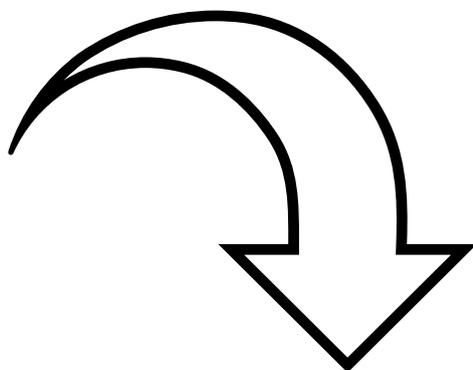
Year 2 – chronological

Year 6 – irk

As technology becomes increasingly embedded in young people's lives, it's common for them to form friendships entirely online. These connections can provide companionship and community — but they also bring potential dangers that parents and educators need to be aware of.

From online grooming and privacy breaches to exposure to upsetting content, meeting people on the internet isn't without risk.

This guide explains the possible hazards of online friendships and gives parents and educators essential advice on helping children build safe, positive relationships online.



What Parents & Educators Need to Know about MAKING FRIENDS ONLINE

In today's digital world, it's increasingly common for children to form friendships with people they've never met in person. While online connections can offer children a sense of belonging, they also carry significant risks. Around 19% of children aged 10 to 15 in England and Wales have chatted online with someone they've never met face to face. This guide offers expert advice for parents and educators on helping children navigate online friendships safely.

WHAT ARE THE RISKS?

ONLINE GROOMING THREATS

Predators can use games, chat apps or social media platforms to build relationships with children and gain their trust. This may quickly develop into grooming or exploitation. Between April 2017 and March 2023, UK police recorded nearly 34,000 online grooming offences – an 82% increase in just five years.

EXPOSURE TO INAPPROPRIATE CONTENT

Children may encounter distressing or explicit material while interacting with online contacts – especially via TikTok, Instagram or Snapchat. This is evidenced in a survey by the Children's Commissioner for England, which found that 45% of children aged 8 to 17 had seen content online that made them feel uncomfortable, worried or upset.

PRIVACY AND DATA RISKS

Children and young people often overshare personal details – such as where they live or go to school – without understanding the consequences. In fact, 4.4% of 10 to 15-year-olds in the UK have met up in real life with someone they'd only spoken to online.

COMPROMISED PERSONAL SAFETY

Meeting an online 'friend' in real life risks placing a child in serious danger. From abduction to coercion, the consequences can be devastating. Reports of children being harmed after such meetings are becoming increasingly common in the UK, highlighting the need for safeguarding intervention.

PSYCHOLOGICAL DISTRESS

Online harm – such as cyberbullying, grooming or exposure to disturbing content – can lead to long-term emotional issues, including anxiety, depression and PTSD. 'Sextortion' gangs, who threaten to release sexual information about a person unless they pay them money, have reportedly targeted children as young as 11, leaving them traumatised and ashamed.

LONG-TERM REPERCUSSIONS

Children exposed to harmful online relationships early on may develop unhealthy beliefs about relationships, consent, or self-worth. In a recent case, a 26-year-old posed as a girl on Snapchat to befriend children aged 10 to 16, manipulating them into sexual activity and causing profound emotional distress. One 12-year-old tragically died by suicide, highlighting the long-term psychological harm online friendships with strangers can cause.

26 FRIENDS ONLINE NOW

Advice for Parents & Educators

TEACH SAFE ONLINE HABITS

Help children understand how to use privacy settings, protect their personal information, spot fake profiles, and report anything suspicious or concerning, like pressure tactics. Encourage them to think critically about what they share – and whom they're talking to.

KEEP CONVERSATIONS OPEN

Let children know they can talk to you about their online life. Avoid reacting with anger or judgement, as this may prevent them from opening up in the future. A child who feels listened to is more likely to disclose problems before they escalate.

ENCOURAGE REAL-WORLD CONNECTIONS

Support children in building friendships through school, clubs, hobbies and activities in the real world. Strong offline relationships help reduce children's reliance on online platforms for social interaction, and can help them develop resilience and social confidence.

USE PARENTAL CONTROLS

Parental control settings on devices, games and apps can help manage screen time, filter out inappropriate content, and monitor activity. While no system is perfect, they provide a valuable layer of protection as children explore digital spaces.

Meet Our Expert

Gabriella Russo is a safeguarding consultant with over 30 years' experience in supporting children, families, and adults across education, local authority, and mental health settings – both in the UK (including at Parliamentary level) and internationally.



#WakeUpWednesday

The National College