



# Allanson Street News

4<sup>th</sup> 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 Classdojo**.



## Dates for your diary

- Half term: Closing 3.15pm Friday 4<sup>th</sup> April and back in school 8.45am Tuesday 22<sup>nd</sup> April.

## COUGHS & SNEEZES SPREAD DISEASES



**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 continued to focus our learning on the story "The Very Hungry caterpillar". The children looked at how the illustrations were created in the book and then explored how to add texture to their pictures using tools, materials to design their Easter card. We were thrilled to be able to release our 5 butterflies that we have watched grow from caterpillars.

In **Reception**, we have had a great week learning about the meaning of Easter. The children helped to order the events of the Easter Story and write about it. In maths, the children practised their number formation and number recognition skills. We had fun creating wonderful Easter cards and baskets ready for the half term break. The children ended the week with a traditional egg hunt – searching for real, hard-boiled eggs.

In **Year 1** we finished writing our instructions for looking after a star and learned about the differences between capacity and volume. We used our senses to determine the flavour of different juices. We loved playing Easter bingo and even had a visit from the Easter bunny!

In **Year 2** we have finished writing our diary accounts of The Great Fire of London, we used our history knowledge to imagine what it would have been like to live through this historical event. Throughout the week we have really cemented our multiplication and division knowledge and learned about how animals are adapted to their habitats. We loved playing Easter bingo and even having a visit from the Easter bunny!

In **Year 3** we have finished our writing on imaginary diary accounts, based on our class text 'Tuesday'. We were able to see the events of the book from different perspectives as different characters in the story. We have also enjoyed continuing our Geography topic on mountains, this week focussing on Mount Kilimanjaro in Africa.

In **Year 4** we have enjoyed taste testing, designing and making our own pizzas this week which we then ate while watching a film! We have been working hard to finish our prints in art and practising our reading skills using reading plus. We have also fitted in making some beautiful Easter cards, a few rounds of Easter bingo and polishing off our cricket skills with Coach Adam.

In **Year 5** we have enjoyed continuing with 'coding' in IT. In Maths, we have been learning about decimals and percentages and their relationships with fractions. In English, we have enjoyed our peculiar and spooky new text 'Room 13' and have shown real enthusiasm in finding out what happens on Fliss' school trip to Whitby...

In **Year 6**, we have continued to work hard in preparation for the fast-approaching SATs tests. In maths, we have been converting between 12hr and 24hr time, measuring and drawing accurate angles and working on our reasoning skills. In English, we have been re-capping the use of punctuation, conjunctions and parenthesis, as well as looking at strategies to help with our spelling. We have finished our art unit on Adonna Khare and have produced some fantastic final pieces, combining animals and fruit!

## ★ This Week's Value Stars!! ★

<b>Nursery:</b> Myah, Leighton, Amelia & Isabella	<b>Reception:</b> Elijah, Esmae
<b>Year 1:</b> Ella H, Ollie M, Zayne, Morgan	<b>Year 4:</b> Hailey A, Kylan M, Isabelle R, Aisla G
<b>Year 2:</b> Rubie D, Isla S, Kanan W, Paula B	<b>Year 5:</b> Morgan, Amelia H, Ruby, Jax
<b>Year 3:</b> Lottie F, Riley T, Amelia H, Amy-Grace S	<b>Year 6:</b> Kay-Lea D, Freya M-B, Olivia B, Mateo G

## Weekly Winners



The top Oxford Reading Buddies this week:

	Average quiz score ▾	eBooks completed ✓	Logins ▾	Badges earned ▾
Layla S	96%	21	3	25



The Times Tables Rockstars winners are:

28th March - 3 April 2025

🏆 All Boys

72

All Girls

34



This week's tournament:

**Everybody against everybody- who will be the ultimate winner??**

## Attendance

School  
Target:  
96%

**Early Years** — N am 93.8% N pm 93%

RKL 96%

RMC 91%

**KS1** —

Y1PT 91%

Y1TE 93.3%

Y2GW 90%

Y2LB 92.2%

**LKS2** —

Y3EH 93%

Y3LC 96.7%

Y4MC 98%

Y4MM 92.7%

**UKS2** —

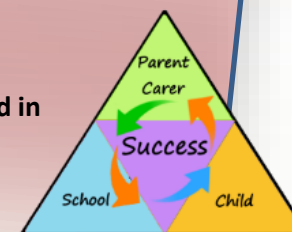
Y5EK 98.7%

Y5NO 93.9%

Y6JM 94.3%

Y6LA 92.7%

(This week's winners are highlighted in yellow)



## This Week's Learning at Home

### Word of the Week:

**Nursery** — texture

**Reception** — Easter

**Year 1** — Capacity

**Year 2** — adaptation

**Year 3** — dormant

**Year 4** — landmark

**Year 5** — sinister

**Year 6** — conversion





Allanson Street Primary School

# Easter Revision Challenge



Complete as many challenges as you can. Extra Dojos will be rewarded upon completion.



Using Reading Buddies, read and record (in your Reading Record Book) at least 4 times this holiday.



Read at least 10 texts on Reading Plus and aim for an 80% score on each text. You can do it!

**BBC**

**BITESIZE**

Year 6-  
Revisit your revision packs. Use the following link to help you:  
<https://www.bbc.co.uk/bitesize>



How many Challenges you can complete in 1 day? Make a note in your Reading Record Book.



Complete 10 minutes or more daily of TTRS or Numbots. Make a note in your Reading Record Book.



**Remember:** short, daily, revision 'bursts' are the most effective way to revise!

To sign up for Instagram, users must be at least 13 years old, and the platform now requires age verification through methods like video selfies or ID uploads.

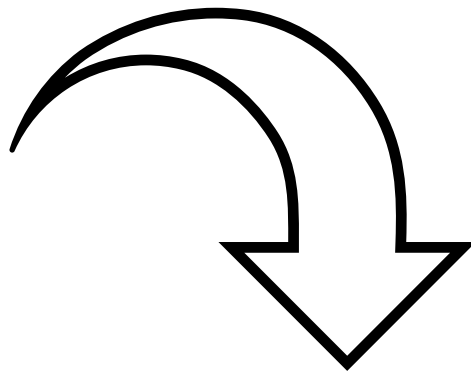
So what are the risks of social media for children? Why are they only meant for 13 years +?

- \*Oversharing. ...
- \*Sharing their location. ...
- \*Talking to people they don't know. ...
- \*Sending or receiving inappropriate content. ...
- \*Unrealistic sense of body image or reality. ...
- \*Obsessive focus on likes and comments.

Children under 13 aren't as socially developed as adults and don't have the experience to recognise hazards.

Instagram remains a go-to app for teens, with its endless stream of photos, videos, and 'Stories' keeping young users constantly connected.

From influencer content to live broadcasts, the platform is packed with evolving features that can feel fun and engaging – but can also raise some serious concerns around screen time, online pressures and exposure to inappropriate content.





# What Parents & Educators Need to Know about INSTAGRAM

AGE RESTRICTION  
**13+**

Instagram remains one of the world's most popular social media platforms, especially among teens – with around 70% of 13 to 17-year-olds using it. Owned by Meta, Instagram allows users to share photos and videos, create interactive 'stories', broadcast live, send private messages and follow others. With regular updates and new features, it's essential for parents and educators to stay informed about how children are using the app – and what the risks are.

## WHAT ARE THE RISKS?

### EXCESSIVE SCREEN TIME

Instagram's design encourages prolonged use through endless scrolling of trending content and generating a fear of missing out (FOMO). Children can quickly lose track of time browsing posts from friends, influencers, and strangers, which may disrupt their day-to-day activities.

### AI CHATBOT CONCERNS

Meta's AI, which is available on Instagram, allows users to chat with an in-app chatbot. While often helpful, it can blur boundaries for young users, who may ask for or read content that is inappropriate or see it as a real friend or confidant. Privacy issues also arise, as conversations may not be as secure or private as children assume.

### RISKS OF GOING LIVE

The livestream feature allows real-time broadcasting to followers – or anyone, if the account is public. This increases the chance of unwanted contact from strangers and pressure to act in ways that gain attention, including engaging in inappropriate behaviour. Viewers may also post offensive or harmful comments during live sessions.

### THREADS INTEGRATION

Threads is Instagram's sister app for public, text-based conversations. Posts from Threads appear in users' Instagram feeds and can lead children to view, share, and comment on public conversations with strangers. The content may not always be age-appropriate and can be misleading or false.

### SCHEDULED MESSAGING

Instagram's newer ability to schedule direct messages means that children could receive messages late at night or early in the morning. This can disrupt their sleep or keep them preoccupied before the school day even begins.

### EXCLUSION AND LOW SELF-WORTH

Feeling left out online can have a real emotional impact. Being left out of photos, receiving fewer likes, being unfollowed, or being ignored in chats and comments can leave children feeling excluded, which often hurts as much as in real life. There is a risk this can lead to reduced self-esteem and a sense of not belonging.

## Advice for Parents & Educators

### USE INSTAGRAM'S SUPERVISION TOOLS

Instagram's built-in Family Centre lets parents monitor how much time their child spends on the app. Specialised 'teen accounts' are private by default and offer controls on who can message them. Make sure that children use their real age when registering their account to ensure they have these protections.

### OPEN UP THE CONVERSATION

Talk regularly to the children in your care about what they enjoy on Instagram – and what makes them uncomfortable. Encourage honest chats about filters, body image, and online approval. Reassure them that they don't need to edit their appearance or chase 'likes' to feel valued.

### SET BOUNDARIES FOR THREADS AND AI

Parental controls on Instagram also apply to Threads. These allow parents to monitor time spent in the app, check follower lists and adjust exposure to sensitive content. Discuss AI features, too, therefore helping children understand that chatbots aren't real people and should be used with care.

### BE MEDIA-SAVVY WITH INFLUENCERS

Parents should follow a few of the influencers their child watches, so they can better understand the content they're seeing. Use this as a springboard to talk about the difference between genuine recommendations and paid promotions – and how online personalities can shape opinions and behaviour.

### Meet Our Expert

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



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