

Allanson Street News

2nd May 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

- **5th May School closed for Bank Holiday**
- 8th May-VE Celebration Day
- 8th May-Poetry Buzz Day
- 12th -15th May – Year 6 SATs tests

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 continued learning about farms and farm animals. During our trip to Acorn Farm, we were delighted to see and stroke a variety of animals, including rabbits and guinea pigs. We met a week-old lamb and enjoyed feeding the goats and sheep. We were so proud of the children's behaviour during their visit to the farm, they were a credit to our school family and their parents.

In **Reception**, we continued our learning around Jack and the Beanstalk. We have planted our own beans and used our bean diary to keep track of its growth. In maths, we focused on doubling numbers up to 6 – they were very good at explaining what a double is. As always, we have been learning to read new sounds and words in phonics – any extra practise at home will really support your child's reading ability.

In **Year 1** we have been writing our poems about our friend Earth/Mother Nature. In maths we have been learning about arrays and groups. We have been making prototype sliders for our DT project and developing our Dance with Lucy. We have looked at a variety of plants, where we might find some of them and what we use some for in Science.

In **Year 2** we have been writing our non-chronological reports about Sir David Attenborough this week. We enjoyed sharing all our knowledge about him in interesting sentences. We have also begun a new DT topic all about structures which we enjoyed investigating and also a new Geography topic about the seaside.

In **Year 3**, we have continued to work on our Rocks topic in Science, this week focussing on how hard and durable different rocks are. In Geography, we have been looking at the impact of tourism on Mountain regions, and why people choose to visit these areas.

In **Year 4** we have been busy writing some very important letters...keep your eyes peeled for more details about their content next week! In art, we have been thinking about the message Banksy was trying to send with his protesting birds artwork and worked very hard at our first, step by step, attempt to draw our own birds.

In **Year 5** we have had a great school trip to the Shakespeare North Playhouse. The children really enjoyed creating their own sonnets using lyrics from popular songs. It was lovely to see how they all worked together, and their behaviour was exemplary. We have completed also completed our geography unit 'Climate Zones, Biomes and Vegetation Belts' and the children have produced some informative reports.

In **Year 6**, we have worked with clay to create amazing Viking faces, using a range of techniques to create effects, sizes and shapes. We've worked hard in reading revision and maths revision groups, developing skills, knowledge and understanding which will help us tackle questions and problems more confidently.

This Week's Value Stars!!

Nursery: Rowan, Teddy C, Lilian & Asher	Reception: Esmae, Sergui, Francesca, Nasser
Year 1: Isobel S, Kevin V, Michael S, Annalise V	Year 4: Jessica B, Lee H, Marshall M, Isaac WA
Year 2: Patrick M, Charlie C, Terry A, Olive D	Year 5: Matthew N, Ellie R, Kai D, Ruby
Year 3: Mason W, Aisha M, Zara S, Bella C	Year 6: Eryn M, Lexie D, Olamide O, Jessica M

Weekly Winners



The top Oxford Reading Buddies this week:

Students ▾

	Average quiz score ▾	eBooks completed ▾	Logins ▾	Badges earned ▾
Dominik D Year 1	83%	9	3	12



The Times Tables Rockstars winner is:

25th April - 1 May 2025

All Boys 79 All Girls 28



This week's tournament:

2nd May - 8 May 2025

Year 6 Year 5 Year 4 Year 3

Attendance

**School
Target:
96%**

Early Years – N am 79.6% N pm 100%

RKL 99.3% RMC 95.2%

KS1 –

Y1PT 91.3% Y1TE 98.7%

Y2GW 94.7% Y2LB 90.9%

LKS2 –

Y3EH 99.7% Y3LC 96%

Y4MC 97.6% Y4MM 96%

UKS2 –

Y5EK 96% Y5NO 95.1%

Y6JM 92.3% Y6LA 94.7%

(This week's winners are highlighted in yellow)



This Week's Learning at Home

Word of the Week:

Nursery – safe

Reception – traditional

Year 1 –forecast

Year 2 – promenade

Year 3 – durable

Year 4 – symbol

Year 5 – climate

Year 6 – cross hatching

Staying safe on our roads isn't just a skill — it's a lifelong habit. It is crucial to learn key strategies for helping children navigate streets safely and confidently, from practising journeys together to teaching them how to choose the safest crossing points.

We've collaborated with THINK! to offer real-world advice on issues like the dangers of parked vehicles, reversing cars and mobile phone distractions — it's an invaluable tool for parents and educators who want to help young people travel independently without compromising their safety.

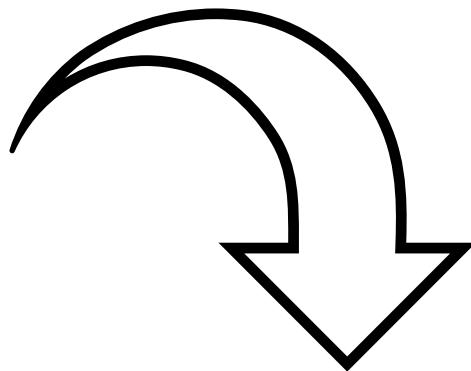
THINK!

THINK! is the UK government's designated road safety campaign, officially established in 2000. It was created to continue and build upon more than 75 years of government-led road safety initiatives, which had previously been managed by the Central Office of Information (COI).

Since its inception, THINK! has become internationally recognised for its iconic and ground-breaking campaigns, challenging dangerous behaviours on Britain's roads. Over the years, its focus has evolved from promoting seat belt use to tackling issues such as excessive speed, drink and drug driving, and the use of mobile phones at the wheel. In the decade following the creation of THINK!, road deaths in the UK fell by 46%.

Find out more at:

<https://www.think.gov.uk/education-resources>



10 Top Tips for Parents and Educators

SAFETY ON THE ROAD

Traffic-related incidents are a significant risk for young pedestrians and cyclists, so understanding road safety is crucial for children's wellbeing. While all road users share responsibility for keeping one another safe, this guide offers strategies for empowering young people to navigate the roads confidently and responsibly.

1 TAKE PRACTICE JOURNEYS

Making 'practice' journeys with children is a great way to help them stay safe, thereby modelling responsible behaviours and having road safety conversations as they prepare to travel independently. Add hazard perception activities like spotting electric vehicles – which may have a green number plate – and point out how quiet they are. Children learn by watching others; remind them that their peers might not always be the best role models.

2 BE BRIGHT, BE SEEN

Visibility is lower during darker winter days, and drivers need to take extra care to look out for pedestrians. Wearing bright and reflective clothing can help make children more visible to drivers near roads. In poor daylight conditions, encourage children to wear light, bright or fluorescent clothing. When it's dark, wear reflective clothing or materials such as a reflective armband or jacket.

3 EYES UP

Encourage children to look up and keep their eyes on the road. Teach them to constantly watch for traffic and practise double-checking the road before crossing – looking right, left and then right again.

4 LIMIT DISTRACTIONS

Where possible, devices like phones should be kept away from children while out and about near roads. If they're carrying devices, these should be put away until they've reached their destination. Children must also avoid playing with toys or being distracted by friends. If a friend wants to show them something funny on their phone, there'll be time for that once they've safely arrived.

5 SLOW DOWN

Discuss the importance of waiting instead of crossing immediately. It can be tricky to judge the speed of traffic and spot obstacles that could cause a trip or a fall. For safety, children must stop and think before they get to the kerb and should always walk – not run – when crossing the road. They should avoid crossing until they're certain they have plenty of time. Even if traffic seems a long way off, it could still be approaching very quickly.

6 STOP BEFORE THE KERB

Teach children to stop before reaching the kerb – not right at the edge of it. Halting before they get to the kerb allows them to see if anything's coming, whereas getting too close to traffic is dangerous. If there's no pavement, children should stand back from the road's edge but ensure they can still see approaching traffic.

7 CROSS SAFELY

Children should always find a safe spot to cross the road, prioritising zebra crossings or pelican crossings, footbridges and subways. Find a place where they can see traffic coming from both directions. Avoid crossing near junctions, bends in the road, or obstacles that block their view, instead moving to somewhere they can see and be seen. Remind them to use their eyes and ears together when checking the road, as sometimes they can hear traffic before they can see it. Looking and listening while crossing helps them quickly spot traffic, including cyclists and motorcyclists driving between other vehicles.

8 PARKED VEHICLES

Crossing between parked vehicles is very dangerous. Teach children to use extra caution if crossing in this way, and, ideally, avoid it altogether. They should use the outside edge of a vehicle as if it were the kerb, waiting and checking for traffic before moving. They should ensure vehicles aren't about to move, by looking for drivers in the vehicles and listening for engines running – but remember that electric vehicles may move off silently. They should always make sure there is a gap between any parked vehicles on the other side, so they can reach the pavement.

9 REVERSING VEHICLES

Children must never cross behind a reversing vehicle – it's extremely dangerous. Remind them to look for white reversing lights and listen out for warning sounds. Can they hear the engine sound or a radio playing inside the vehicle?

10 WAIT FOR THE BUS TO LEAVE

When getting off a bus, children must wait for it to leave before crossing so they can have a clear view of the road in both directions. This also allows them to see and be seen by other road users. Crossing near large vehicles is particularly dangerous and should be avoided.

Meet Our Expert

THINK! is a year-round national campaign that aims to encourage safe road behaviours – whether we're driving, cycling, horse riding or walking – with the aim of reducing the number of people killed and injured on the UK's roads each year. Find out more at: <https://www.think.gov.uk/education-resources/>



The National College®