



Allanson Street News

6th June 2025

Our value this month is:

Respect



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

- 9th – 11th June Y6 residential trip and various school trips
- 19th +20th June, EYFS New Brighton trip
- 23rd June, Steps to Success graduation
- 30th June Y2 trip to Blackpool Tower

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 started our new learning theme of "Transport and journeys" by reading the book 'We all go travelling by'. The children have talked about how they travel to school and which other vehicles they have used. The children developed their physical and creative skills, considering how they could move like a variety of vehicles. We learned about road safety and thought about safe places to cross the road.

In **Reception**, we began the week with the story, 'The Snail and the Whale' discussing their journey across the world. From the story, we learnt about respecting the environment and taking care of the classroom. In maths, the children have been learning to explain their addition using the terms: first, then and now. The children have also created snails by moulding and shaping clays.

In **Year 1** we started looking at our new artist William Morris and looking at what we like about his artwork. We practised our throwing and catching skills in PE and started to use a tennis racquet to bounce and catch a ball. We looked at some artifacts from the history of our school and tried to determine what they were used for. We also used our knowledge of fractions to find quarters of different amounts.

In **Year 2** we have made a great start using our knowledge of DT structures to start building our toy houses based on our class book The Faraway Tree. In maths we have been revising our knowledge of fractions and finding halves and quarters of amounts. In Geography we explored maps of Blackpool and then used compass directions to discuss how tourists could travel from one location to another.

In **Year 3**, we had a wonderful first PE lesson with a coach from Liverpool Football Club! We have also started our new DT topic and are so excited to start designing our own desk tidies. In maths, we have been finding non-unit fractions of amounts, although this was quite tricky to do, all of the Year 3 children showed amazing resilience and didn't give up.

In **Year 4** we have been finding out about the important history surrounding our new English story 'Henry's Freedom Box' and enjoying investigating the melting points of different foodstuffs, including chocolate! In Maths, we have been working very hard on our multiplication assessments and achieved some super scores so far-it has been lovely to watch how much so many of Year 4 have built their confidence and resilience with these rapid-fire questions over time. Well Done!

In **Year 5** we have enjoyed learning about Eid. We have learnt more about the religious book the Quran which is the religious book of Islam. In English, we have started to write our own narrative of the Highway Man from the perspective of the character Bess.

In **Year 6**, we have continued learning about the Vikings, particularly about how they got their reputation of being wicked and fierce when in actual fact, many moved here to live simple lives farming. We are all working on a transition project to high school, linked to the book, Wonderscape, by Jennifer Bell. We have also begun our end of year production rehearsals in earnest.

This Week's Value Stars!!

Nursery: Eduard, Isaac, Myah, Rose	Reception: Brodie, Tommy, Gladson, Bobby
Year 1: Dominik D, Ayn C, Aoife, Niamh	Year 4: Isabelle H, Pirajin R,
Year 2: George C, Jessica G, Nujin F, Abigail K	Year 5: Beverly, Ozan, Morgan, Mia C
Year 3: Thomas H, Gracie-Mae S, Harlem, Noah	Year 6: Kian S, Madison A, Milena P, Leo P

Weekly Winners

 The top Reading Pus readers this week are:

Leaderboard	
Top Classes - Total Avg. Reading Lessons (SR)	
1. Year 6 (2024/25)	78.1
2. Year Y5	23.1
3. Year Y4	9.9
4. Year Y3	3.8
5. Year Y2	1.5

The Times Tables Rockstars winners are:

Rank	Name
1	Anastasia Kakra
2	Chloe Brown
3	Matthew Nield

Attendance

School Target:
96%

Early Years – N am 93.9% N pm 98.2%

RKL 993.9% RMC 96.9%

KS1 –

Y1PT 94.3% Y1TE 97.3%

Y2GW 96.3% Y2LB 91.5%

LKS2 –

Y3EH 96% Y3LC 97.3%

Y4MC 94.1% Y4MM 95%

UKS2 –

Y5EK 97.3% Y5NO 94.8%

Y6JM 95.7% Y6LA 96.7%

(This week's winners are highlighted in yellow)



This Week's Learning at Home

Word of the Week:

Nursery – transport

Reception – Shore

Year 1 – quarter

Year 2 – tourist

Year 3 – non-unit

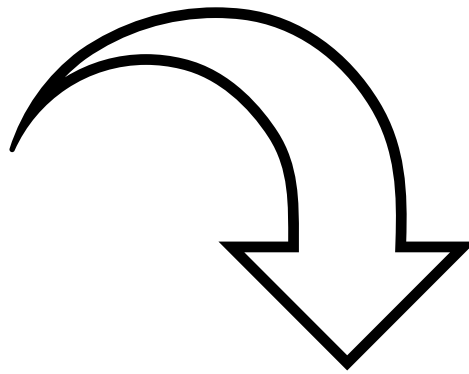
Year 4 – oscillating

Year 5 – Quran

Year 6 – Nordic

Emojis aren't just digital decoration — they're often used as a coded language that young people use to express identity, humour and emotion. Without context, they can easily be misunderstood by adults, leading to confusion or missed signals. Some emojis may even mask risky behaviours or emotional struggles.

This guide helps decode this ever-evolving language, empowering parents and educators to have more open, informed conversations with the children in their care. It also highlights the meaning of some common emojis and offers practical tips for staying clued-in without snooping or suspicion.



What Parents & Educators Need to Know about EMOJIS

WHAT ARE THE RISKS?

GENERATIONAL MISCOMMUNICATION

An emoji like 👍 (thumbs up emoji) might seem friendly to adults, but teens often interpret it as sarcastic or passive-aggressive. These differing interpretations can create confusion or unintended tension in cross-generational conversations.

SHIELDING BULLYING OR PEER PRESSURE

When embedded in emojis, mean-spirited jokes or exclusionary language can fly under the radar. Terms like 'mid' or 'delulu' may seem harmless, but they can be used to undermine peers in subtle ways.

RAPIDLY SHIFTING MEANINGS

Emoji meanings can change overnight. A person standing emoji (🧑) once signified awkwardness but might now be repurposed for something entirely different. This ever-changing lexicon can leave adults in the dark and young people vulnerable to misunderstanding or misuse.

MASKING DISTRESS OR HARM

Some emojis are used to discreetly signal troubling behaviours. For instance, 🍂 (falling leaves emoji) or 💊 (pill emoji) might suggest drug use, while 🌵 (wilted flower emoji) could hint at emotional struggles. Such usage can obscure serious issues, making them harder for trusted adults to detect.

NORMALISING RISKY BEHAVIOURS

Emojis can make harmful actions seem light-hearted or fashionable. Strings like 🔥👤 (fire + 'woozy' face + pill emojis) may appear humorous but can reference partying, intoxication or dangerous challenges, which might otherwise raise red flags.

Advice for Parents & Educators

LEARN THE LINGO

Stay updated with emoji trends and definitions using resources like emojipedia.org or Urban Dictionary. Knowing current meanings builds confidence when engaging with young people and helps spot potential concerns early.

CREATE SAFE SPACES FOR DISCUSSION

Encourage casual chats about emojis, online slang, memes, or social media trends. Showing interest without judgement reassures young people that they can talk about their digital world openly and safely.

ASK, DON'T ASSUME

Approach unfamiliar emojis with curiosity rather than suspicion. A light-hearted "What does 🍷 (juice box emoji) mean these days?" can open conversation and show that you respect their knowledge.

PRIORITISE TRUST OVER SURVEILLANCE

While parental controls and monitoring tools can be useful, emotional safety matters most. Be someone children and young people feel they can come to – not just someone who's watching them.

EMOJI CHEAT SHEET - The following slang terms and emojis are some common examples – please be aware this isn't an exhaustive list.

COMMON EMOJIS:

🤡 (Clown face) Foolishness or clowning around	🥰 (Pleading face) Over-affectionate or 'simping'
😎 (Cold face) Cool, stylish or ruthless	👁️ (Eyes) Watching drama unfold
😍 (Hot face) Intense attraction or excitement	🐐 (Goat) Greatest of all time (G.O.A.T.)
🗿 (Moai) Stone-faced, unbothered	💅 (Nails) Confidence, sassiness, or indifference
👑 (Crown) 'Slaying', as in doing great	🚩 (Triangular flag) Red flag; a warning sign about someone's behaviour

POTENTIALLY CONCERNING EMOJIS

🍌 (Ear of corn) Slang for pornography (avoids censorship algorithms)	🌵 (Wilted flower) Often used to convey emotional struggle or sadness
❄️ (Snowflake, snowman, snow cloud) Can symbolise cocaine	🐍 (Snake) Can represent betrayal or being 'two-faced'
🔑 (Key, lying face) Related to cocaine use	🔫 (Water pistol) Sometimes used to reference violence or self-harm
🌿 (Falling leaves, herb, maple leaf) Can symbolise cannabis	⚠️ (Warning) Used to emphasise drama, threats or emotional turmoil
💊 (Pill) May reference drug use or prescription misuse	🍜 (Steaming bowl) Refers to nudes ('noods' is an abbreviation of noodles)

Meet Our Expert

Keith Broni is a globally renowned emoji expert and the Editor in Chief of emojipedia.org, the world's number one emoji resource. He has an MSc in Business Psychology from University College London and an MBA from Quantic School of Business and Technology.



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