

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

- 20<sup>th</sup> Oct- Diwali
- 3<sup>rd</sup> Nov- Recycling Week
- 10<sup>th</sup> Nov- Anti-Bullying Odd Socks Day



Catch that **sneeze**, don't let it roam,

Use your elbow, keep germs at home!

**Yawn, cough or sneeze?**

Don't let them fly,

Trap those germs, wave them goodbye!



## This Week's Highlights

In **Nursery** we have listened to the story "Goldilocks and the 3 Bears", the children were supported to retell the story using the story map. The children thought about the Bears' family and learned about how families can be very different to each other. They talked about their own families and drew a picture; these will be added to our family display in the home corner

In **Reception**, we have continued to learn about Autumn. We tasted some delicious fruits after learning about what food is harvested in Autumn. In maths we explored number 5 using 5 frames and we played a new game "First to 5". We learned about hedgehogs and how we can look after them during Autumn.

In **Year 1** we have been looking at persuasion in English, thinking about what Wolf could do to persuade the villagers to like him. In maths, we have been looking at number bonds to 6. In science, we have evaluated our results from the experiment we conducted last week to see which material is the most suitable for a coat.

In **Year 2** we have been researching different types of fruit smoothies in Design Technology to help create a healthy drink for Goldilocks. We really enjoyed the tasting part! In English, we planned our comic strips using inspiration from the great adventurer, Alistair Humphreys. We can't wait to use the laptops to type up our final pieces of writing next week.

In **Year 3**, we have been using time adverbials and dramatic moments to make our writing about the dark more interesting. In Maths we have been looking at mental addition and subtraction, in Science, after learning about translucent, transparent and opaque materials, we have planned to make our own dark dens to explore which materials will be best.

In **Year 4**, we have been looking at how our gardens in the UK have changed over time and the impact that this has had on living things such as hedgehogs. We've learnt all about the dangers posed to hedgehogs and what simple adjustments we can make to our garden environments to make them safer for urban wildlife.

In **Year 5** we have been exploring different mechanical advantages in science. Looking at how pulleys, levers and gears help to move big loads with only a small amount of force. We have also been working hard in our English to publish our letters and have sent them off to Mrs Dingsdale to hopefully convince her to get us a school therapy dog.

In **Year 6**, we have begun a new, exciting unit in English, called Survivors in which we have read real life stories of survivors of dangerous events. In maths, we have been learning about prime numbers and rules of divisibility. We've begun our science unit about the human body, and have focussed on the workings of the heart. We've had another busy week!



# This Week's Value Stars!!

<b>Nursery:</b> : Lottie L- H, Daisy, Harper, Luke	<b>Reception:</b> Olivia Pa, Otis, Takudzwa, Rhiannon
<b>Year 1:</b> Kira, Reggie, Josie, Jamal	<b>Year 4:</b> Lottie F, Amelia M, Chloe B, Emmanuella F
<b>Year 2:</b> Grace T, Niamh A, Freya T, Olivia G	<b>Year 5:</b> Aamane A, Krysta H
<b>Year 3:</b> Felix, Oliver	<b>Year 6:</b> Rojan H, Mia C, Beverley J, Mason C





## Weekly Winners

 The top Reading Pus readers this week are:

Leaderboard	
Top Classes - Total Avg. Reading Lessons (SR)	
1. Y5GW (25/26)	17.4
2. Y5EK (25/26)	16.5
3. Y3NO (25/26)	14.9



Well done Year 4+6! 

10th October - 16 October 2025

 Y4 19  Y3 2

---

10th October - 16 October 2025

 Y6 15  Y5 4

17th October - 23 October 2025

All Boys Y3-6 0  All Girls Y3-6 0 

Next...

## Attendance



<b>Nursery</b> 94.7%	RKL 93.7%	RMC 93%
<b>KS1 –</b>	Y1PT 93.5%	Y1LA 95.5%
	Y2TE 93.8%	Y2LB 93.6%
<b>LKS2 –</b>	Y3MC 93.7%	Y3NO 96.9%
	Y4EH 96.3%	Y4MM 94%
<b>UKS2 –</b>	Y5EK 91.8%	Y5GW 96%
	Y6JM 91%	Y6KK 94.5%

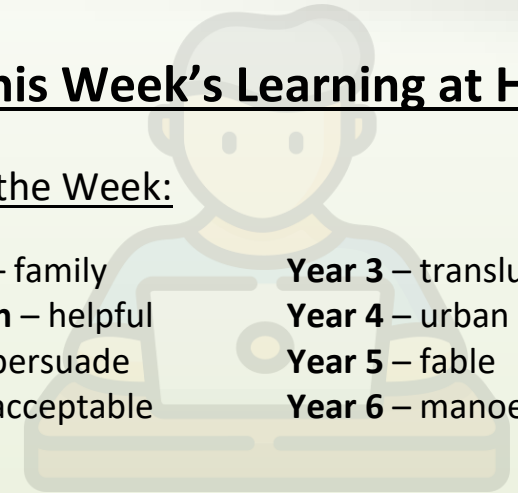
(This week's winners are highlighted in yellow)



## This Week's Learning at Home

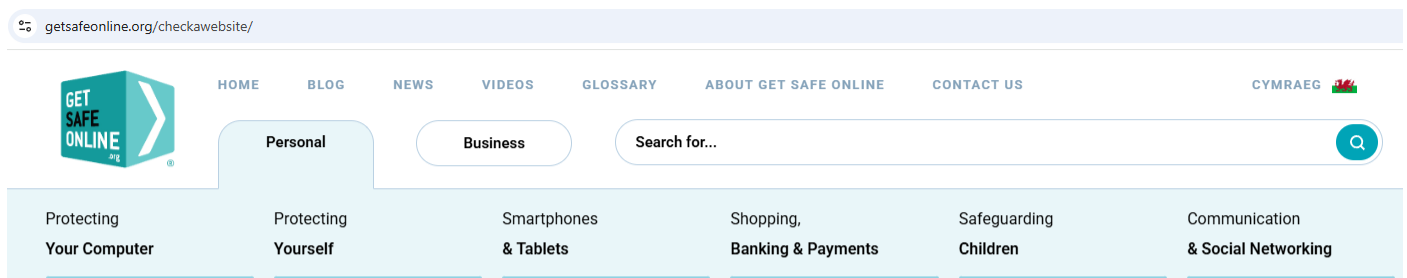
Word of the Week:

- |                            |                             |
|----------------------------|-----------------------------|
| <b>Nursery</b> – family    | <b>Year 3</b> – translucent |
| <b>Reception</b> – helpful | <b>Year 4</b> – urban       |
| <b>Year 1</b> – persuade   | <b>Year 5</b> – fable       |
| <b>Year 2</b> – acceptable | <b>Year 6</b> – manoeuvre   |





Check if the site you have been directed to is real or trying to phish/scam you. Use this free tool called 'Check a website' from [www.getsafeonline.org](http://www.getsafeonline.org) when getting texts and emails you don't recognise.



HOME >

## Check a website

To begin, type or paste a website address here.

\* Clicking "Check this site" will open a new window to an external site hosted by a third party. No information that can identify you personally is transferred, collected or stored.

**Note:** httpS: (in the address bar, next to www. ) means that a website is secure. If it is just http:, it is not secure.

Memes are everywhere - quick, witty, and wildly shareable. For many young people they are more than jokes, they're a way to connect, express themselves and interpret the world. But behind the humour, there can be risks. This guide helps adults understand how memes work and why they matter to young people today.

From misinformation to insensitive jokes and permanent digital footprints, this guide highlights the potential pitfalls of meme culture. With practical tips on digital literacy, empathy and open conversations, it empowers parents and educators to help children navigate online humour in a thoughtful, safe, and respectful way.

### Sources:

- <https://www.demandsage.com/social-media-users/>
- Shifman, L. (2014). Memes in Digital Culture. MIT Press.
- YPulse (2022). Meme Statistics: How Young People Share Memes Online. [Available via Brandwell.ai / Amra & Elma summaries of YPulse data].



# What Parents & Educators Need to Know about MEMES

## WHAT ARE THE RISKS?

Memes may look like simple jokes, but, for many teenagers, they form a shared cultural language. Quickly created and reworked, they spread across social media platforms as images with text or short videos. Nearly eight in ten teenagers share memes (79%, YPulse), making them part of daily life. While memes encourage creativity and participation, they can also spread misinformation or reinforce harmful stereotypes.

### SPREADING MISINFORMATION

While memes help to communicate complex topics, they can also spread misinformation. Memes may sometimes include content presenting false facts or biased viewpoints, especially around health, politics, or current events and, as they're designed to be shared quickly, young people may not question their accuracy.

### EXPOSURE TO INAPPROPRIATE CONTENT

Memes are widely circulated, and not always age-appropriate, meaning young people may encounter explicit language, sexual content, or graphic imagery, even without searching for it. As memes spread fast on platforms like Instagram, TikTok, or WhatsApp, it's nearly impossible to filter them completely.

### MASKED MESSAGES

Some memes are designed to be confusing or layered with hidden meanings, making them hard for parents, and, sometimes, other young people to understand. Online groups often create these memes to look like inside jokes, but they can sometimes conceal offensive, harmful, or misleading content.

### HIDDEN HARMS & LOSING SENSITIVITY

When serious topics like violence, racism, or mental health are turned into jokes, children and young people may become less sensitive to these issues over time. While a funny meme may seem light-hearted, it can carry messages that belittle certain groups, encourage risky behaviour, or mock personal struggles. Repeated exposure through memes can make harmful behaviour seem normal or less important. Over time, this can blur their understanding of what is funny versus what is discriminatory, harmful, or damaging to themselves and others.

### PERMANENT DIGITAL FOOTPRINT

Unlike spoken jokes, memes leave a trail. Created or shared memes can resurface later and be misunderstood, even if intended as harmless. Once online, memes may be copied, saved, or spread beyond a young person's control - digital actions can follow them into their future, shaping how they are perceived by peers, teachers, or even employers long after the original meme has been shared.

## Advice for Parents & Educators

### ENCOURAGE OPEN CONVERSATIONS

Talk regularly with young people and try to understand their online world - discuss what they find funny about the memes, and why. By listening without judgement, you build trust, making it easier for them to come to you if they see something harmful. Open conversations also help children and teens think critically about the messages behind memes rather than simply accepting them at face value.

### MODEL HEALTHY BOUNDARIES

Show children and teens positive online behaviours, such as taking breaks from screens, avoiding late-night scrolling, and engaging in offline activities. Setting clear routines around screen time at home can help to reinforce healthy boundaries and reduce the risks of overuse. By modelling balanced technology use, adults can help children and young people see that digital entertainment, including memes, should be just one part of life.

### TEACH DIGITAL LITERACY

Help children and young people learn to question where information comes from and whether it's reliable - developing media literacy skills prepares young people to understand and navigate through their future online lives. Show them how memes can sometimes exaggerate or misrepresent facts for laughs, and encourage them to check credible sources when memes claim to present truth.

### FOSTER EMPATHY ONLINE

Remind children and young people that memes should never come at someone else's expense. Encourage them to think about how a meme might make another person feel before sharing or creating it. Highlight examples of positive memes that celebrate creativity without hurting others. Fostering empathy, respect, and kindness in digital spaces will help them become more aware of promoting a safer, more supportive online culture.

### Meet Our Expert

Dr Cristina Moreno-Almeida is a Senior Lecturer in Digital Culture at Queen Mary University of London. She specialises in memes, online networks, and youth culture, examining how digital spaces shape identity and everyday life.



See full reference list on our website



The National College®