



Allanson Street News

14th November 2025

Our value this month is:

Integrity



Dates for your diary

- 21st Nov- Reception trip to Delamere Forest
- 24th to 25th Nov- Parent's Evening
- 2nd Dec- Y2 Trip Runway Visitor Park

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**.



BBC Scam Safe week is a special week of programming highlighting what people can do to protect themselves and those they love from being scammed.

<https://www.bbc.co.uk/topics/cz0x47kllzt>

The week will run from Saturday 22 November to Friday 28 November, bringing together content from across the BBC including TV, radio, iPlayer, Sounds and online.

This Week's Highlights

In **Nursery** we learned about Remembrance Day and the significance behind the poppy, we created our own pictures of poppies to display in our Nursery windows. The children also developed their physical skills by taking part in dough gym and creating a hedgehog in the dough, adding spikes.

In **Reception**, we have been learning about Remembrance Day and why it is important to remember soldiers who keep us safe. We have been learning about comparing quantities and finding out which box has 'less' or 'fewer' in. We have also been learning about hibernation ready for our class trip next week.

In **Year 1** we have been learning about when to use capital letters in English and thinking about the reasons a character in a story may be feeling different emotions. We have been learning our number bonds to 9 and learning how to split the number up into multiple parts. In History we have been learning how the communities worked together to help each other during the First World War as part of our Remembrance Day learning.

In **Year 2** we have explored what it was like to be a child during the World Wars and compared this to our lives now. This helped us to understand why it is important to remember. In Maths, we have been mastering our two times table. In English, we have started to read our new book "Paper Planes" and are excited to discover more about Mia and Ben!

In **Year 3**, we have been looking at a story called 'Tuesday' and narrating it using the pictures in the book. We have used our impression and evidence strand to say how the frogs were feeling. We have been working on our 3 times tables, reciting and solving number problems, we have used our knowledge to work on some division facts. In History, we have been learning about the roles of women, and how these changed due to the First World War. We learned about their roles in the Land Army and in the Munitions Factories.

In **Year 4**, we have been learning about the terrible conditions soldiers endured in the trenches of WW1 and how they all supported each other. In Maths we are learning how to find the perimeter of shapes and in English the children are working very hard to plan their own letters from the front line in role as WW1 Tommys.

In **Year 5** we have been learning about all the successful tactics used in WW1. We have looked at how propaganda pictures were used to persuade young men to join the army, children and adults to not waste food and for everyone to help out and do their bit at home. We even had a go at breaking morse code!

In **Year 6**, we have been learning about the causes of WW1 and how countries formed alliances. We learned how to use blanket stitch to join two pieces of fabric in DT and created our own role plays in PSHE based around different types of bullying. We've loved starting our English on the Michael Morpurgo book - War Horse.



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 Value Stars!!

Nursery: Sylvie, Nathan, Myles G-L, Ruby	Reception: Octavian, Amayah
Year 1: Sergiu F, Queen-Joy O, Bill P-K, Delilah Q, Lincoln B, Chloe B	Year 4: Lily-Mae B, Aisha M, Eduard C, Fatima N
Year 2: Adam, Freya B, Annalise, Michael	Year 5: Zaid, Leo, Isaac W-A, Aisla G
Year 3: Abigail K, Gracie B, Jasmine D, Anna-Rae	Year 6: Isabella A, Jasmine C, Skyla B, Morgan BJ

Weekly Winners

The top Reading Plus readers this week are:

1. Y3NO (25/26)



7th November - 13 November 2025

Y4 52 Y3 26 Y5 25 Y6 11 Y2 0 Y1 0

Well Done Year 4! This week we are all playing nationally in:



Attendance

**School
Target:
96%**

Nursery 92.5%	RKL 97.8%	RMC 95.3%
KS1 –	Y1PT 96.9%	Y1LA 90.1%
	Y2TE 95.9%	Y2LB 95.2%
LKS2 –	Y3MC 93%	Y3NO 94.4%
	Y4EH 92%	Y4MM 97%
UKS2 –	Y5EK 95.2%	Y5GW 98.7%
	Y6JM 92.4%	Y6KK 97.2%

(This week's winners are highlighted in yellow)



This Week's Learning at Home

Word of the Week:

Nursery – remember

Year 3 – impression

Reception – hibernation

Year 4 – perimeter

Year 1 – Community

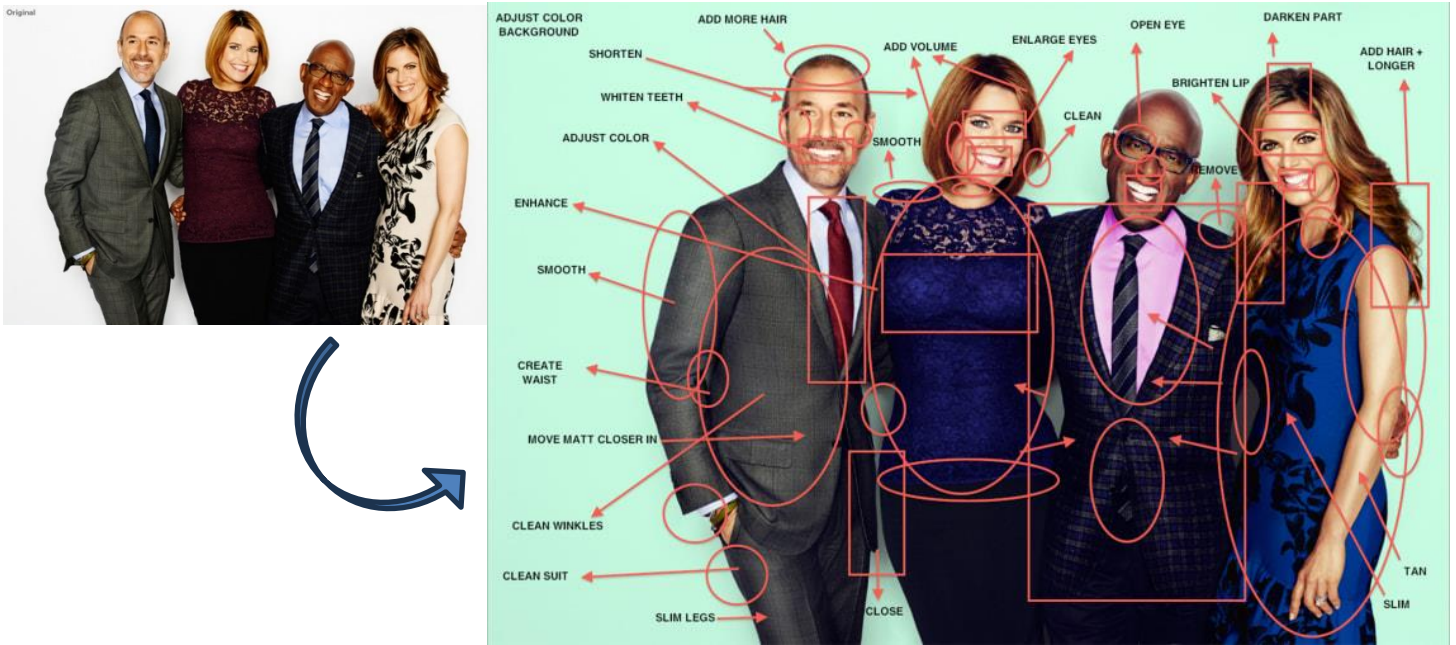
Year 5 – debris

Year 2 – evacuee

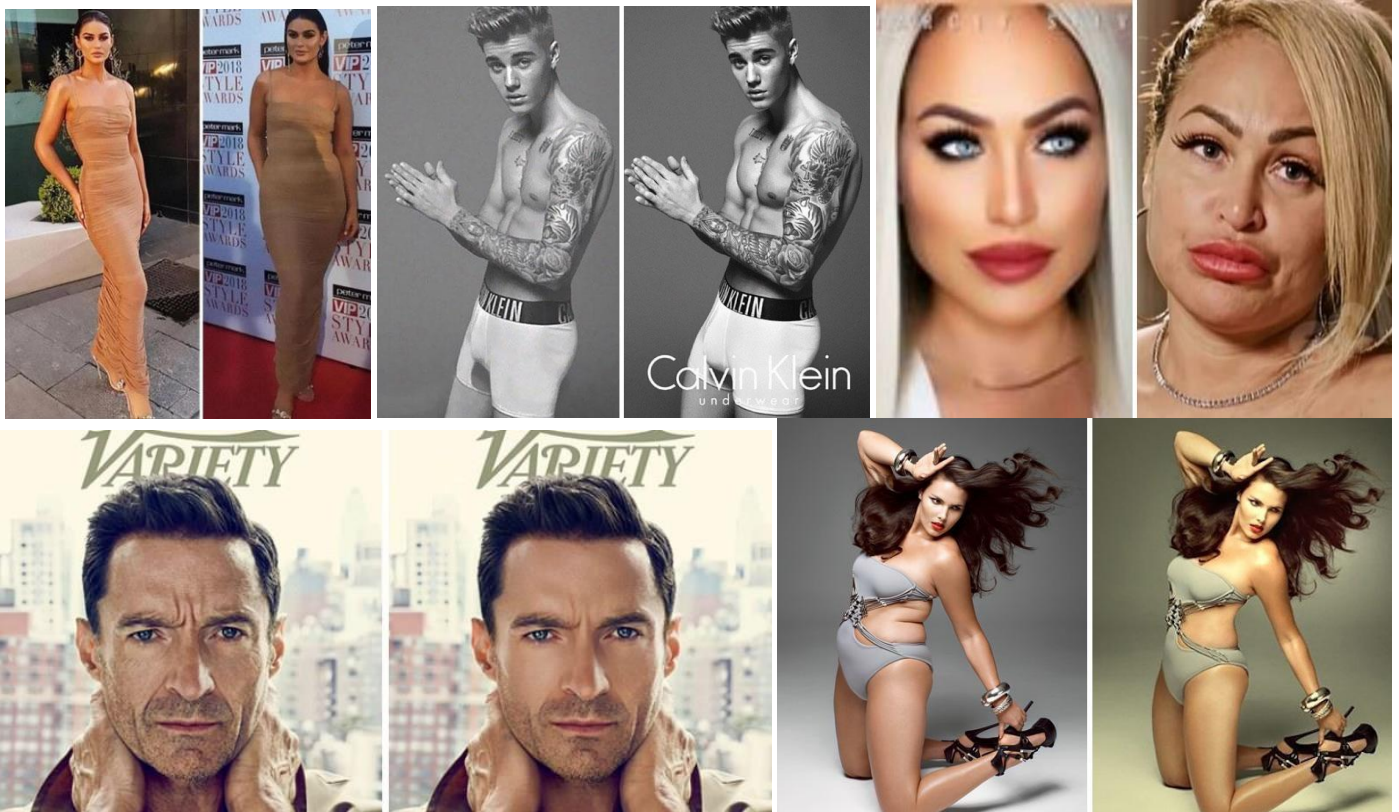
Year 6 – obstinate

How?! –

What we see in a magazine or online has been modified to make the article sell. There are many ways to do this, but one American tv company actually revealed how their photoshoot for a national magazine went recently, to highlight how they got their impossible bodies and clothes and to show their viewers that it wasn't a real image.



Some more examples from the fashion and film industry showing that the 'perfect' body doesn't really exist:



Key takeaways:

People have fat, texture, hair and wrinkles. Everybody does. You can often tell if a picture has been altered by using a 'diagnosis of exclusion' (checking certain elements do, and don't, exist in a picture).

- **Shadows and Lighting:** Check if shadows appear natural and consistent with the light source. "Shadows that go the wrong way."
- **Sharpness and Blur:** Look for inconsistencies in sharpness or blur, especially around edges or transitions. "Sharpness or blur that is different from the rest of the image."
- **Contrast and Colour Differences:** Be wary of unnatural contrast or colour variations. "Differences in contrast between elements."
- **Repetitive Patterns or Cloning:** Watch for identical or near-identical elements that might indicate cloning to smooth. "If it looks too good to be true, it probably is."
- **Unnatural or Idealized Appearance:** Be sceptical of photos that seem too perfect, especially in terms of skin texture or body shape. "Trying to see if this person is using a filter to appear bold to say they are ill to sell merch/programs on TikTok or Youtube"

Tools to help you to spot the fakes:



- **Google Image Reverse Search:** This can sometimes reveal the original, unaltered photo.
- **AI Detection Tools:** While not foolproof, some free AI tools can detect altered images.
- **Photo Forensics:** Use your skills to analyse a picture.

There is only one you for all
time. Fearlessly be yourself.

Anthony Rapp

Bullying continues to affect far too many children, both in and out of school – but adults can play a crucial role in helping young people speak up and support one another. This week's guide is packed with practical strategies to foster confidence, kindness, and connection in the face of unkind behaviour.

From encouraging inclusivity to spotting signs of distress, the guide highlights how small, everyday actions by young people and the adults around them can make a big difference. With tips on nurturing empathy, teaching allyship and validating children's experiences, it's a timely reminder that empowering young voices is key to positive change.

Sources:

- <https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-a...>
- <https://www.ons.gov.uk/peoplepopulationandcommunity/crimeandjustice/bulletins/bullyingandonlineexpe...>
- <https://pmc.ncbi.nlm.nih.gov/articles/PMC4552909/>



10 Top Tips for Parents and Educators

GUIDING YOUNG VOICES TO MAKE A DIFFERENCE

Bullying impacts the lives of many young people. In the UK, one in five pupils aged 10 to 15 report being bullied. The effects can be long lasting, affecting mental health, school attendance and self-esteem, and can impact long-term development into adult life. Adults play a key role in building young people's confidence to speak out, support one another, and stand up to unkind behaviour. This guide offers ways to help youngsters make a positive difference.

1 CELEBRATE DIFFERENCES

Help young people value diversity by showing that what makes us different is also what makes us strong. Encourage them to learn about different cultures, identities, and abilities through books, films, and conversations. By appreciating uniqueness in themselves and others, children can grow into open-minded individuals who build inclusive and welcoming environments.

2 MODEL RESPECT

Children watch and learn from how adults behave. Use respectful language, show patience in disagreements, and treat others with fairness – especially in front of children. By modelling inclusive behaviour and challenging unkindness, adults set a lasting example that respect should be part of every interaction, whether online, at school, or at home. Be the change you want to make.

3 SPOT THE SIGNS

Adults and young people should learn how to recognise signs that someone may be experiencing bullying. This might include withdrawal from friends, hobbies or interests, changes in mood, reluctance to go to school, or unusual injuries. Helping young people recognise these clues ensures that support can be offered sooner and problems do not go unnoticed.

4 VALIDATE FEELINGS

When a child shares something that worries them, it's important to listen carefully and validate how they feel. Respond with empathy – not judgement – and let them know it's okay to feel upset or confused. Offering reassurance and understanding helps young people feel safe about opening up, and builds the trust needed to talk again in future.

5 TEACH ALLYSHIP

Show children how to stand up for others in safe, respectful ways. Allyship might look like sitting next to someone who's been excluded, reporting hurtful behaviour, or speaking up when they witness bullying. By practising these responses together, you're helping children develop the courage to be kind and to take action when it really counts.

6 PROMOTE REPORTING

Ensure young people know how to report bullying and feel confident that they'll be taken seriously. Talk to them about who they can speak to and what to expect when they do, such as reporting school incidents to teachers, and out-of-school bullying to parents or teachers. Reassure them that reporting is a brave and helpful choice – not tattling – and that it plays a vital role in keeping everyone safe.

7 ENCOURAGE KINDNESS

Everyday acts of kindness can make a big difference in creating safer, happier spaces. Encourage children to look out for one another by being helpful, saying kind words, or including someone who feels left out. These small actions set a strong example that kindness matters, and that it can be a powerful response to bullying.

8 USE YOUR VOICE

Encourage young people to speak up for themselves and others. Whether through storytelling, school campaigns, or peer-led projects, children can learn that their voice has power. Support them to express themselves confidently and safely, helping them understand that sharing experiences can challenge injustice and inspire real change in their communities.

9 BUILD COMMUNITY AND BELONGING

Children thrive when they feel supported. Help them build strong friendships, join clubs or teams, and connect with trusted adults who care. These networks offer comfort, encouragement, and protection – particularly during challenging times. Remind children that they don't have to face difficulties alone and that support is always within reach.

10 SUSTAIN THE CONVERSATION

Bullying awareness shouldn't be limited to one week each year. Create regular opportunities to talk about kindness, respect, and inclusion. Use books, news stories, and personal experiences as conversation starters. Embed anti-bullying initiatives into the school, and make tackling bullying a shared, ongoing commitment.

Meet Our Expert

Robert Allsop is an experienced pastoral and safeguarding practitioner, specialising in tutorials, behaviour interventions, and attendance management. A recipient of the Diana Award for Anti-Bullying, he has helped raise standards and improve Ofsted outcomes in some of the country's most challenging schools and colleges.



See full reference list on our website.

#WakeUpWednesday

The National College