

Our value this month is:

## Integrity



### Dates for your diary

- 10<sup>th</sup> Nov- Anti-Bullying Odd Socks Day
- 10<sup>th</sup> -14<sup>th</sup> Nov Remembrance Week
- 2<sup>nd</sup> 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**.



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!

### COVER YOUR COUGH AND SNEEZE

Stop the spread of germs that make people sick



## This Week's Highlights

In **Nursery** we focused our learning on our new topic of Celebrations, we talked about the recent celebrations of Hallowe'en and Bonfire night. The children also developed their physical skills by taking part in "Squiggle while you wiggle" dance before using the moves in their mark making

In **Reception**, We have been continuing of learning of Celebrations by learning about the Hindu celebration of Diwali and Bon fire Night. The children created beautiful firework displays using paint and glitter. They also enjoyed maths games looking at more and less.

In **Year 1** we had our first visit to the IT suite and successfully logged onto the computers. In English, we started a new text, Lost in the Toy Museum. We have met the characters and will be reading the story next week. In maths, we have been working with the number 8 and finding all the number bonds to 8. We started our games topic in PE and are learning how to dodge defenders.

In **Year 2** we have developed our cutting skills, using the claw and bridge holds to cut fruit with a knife. This will help us when we make our smoothies next week. In English, we have been busy illustrating our comic stories. We cannot wait to bring them home to share with you. In maths, we have been working hard on subtraction. We are definitely talented mathematicians!

In **Year 3**, we have enjoyed learning securing our learning on mental addition and subtraction, and learning our three times tables. In English, we have worked on writing a letter to Dark, we used our previous knowledge of expanded noun phrases to help. We have continued to work on 'The zones of regulation'. We have been using breathing and other strategies to ensure we are ready to learn.

In **Year 4**, we have been working so hard in the first week of this half term. We have started new units on electricity in science and dance in PE. We have been using column subtraction in maths to subtract 4-digit numbers and we have written some beautiful poems inspired by Bonfire Night too!

In **Year 5** we enjoyed continuing with our novel Private Peacefull. This week, we have been exploring the characters in more detail and looking at how the relationships have changed between the characters now that they are older. In Science, we have researched the 8 different planets and looked at their temperature, size and how many moons they have.

In **Year 6**, we have loved our new PE topic and learning about making the best use of space in dodgeball. We also started out textiles unit in DT, we'll be sewing our own phone cases in the next few weeks, so have been doing some market research and practising our stitches. Maths has been all about multiplying large numbers and we thoroughly enjoyed our trip to St Peter's church. The volunteers make us feel so welcome and we learned so much about the local people who went to fight in WW1 and 2.



## This Week's Value Stars!!

<b>Nursery:</b> Airene, King, Oliver & Selin	<b>Reception:</b> James H, Lucas A, Theo M, Isaac O.
<b>Year 1:</b> Esmae, Elijah, Louie, Brodie	<b>Year 4:</b> Bella H, Ruby H, Lacie Mae B, Harlem L
<b>Year 2:</b> Zara, Aoife, River, Alfie	<b>Year 5:</b> Isabella, Dylan, Hasret G, Heidi M
<b>Year 3:</b> Henry, Kaloyan, Roux, Mercy	<b>Year 6:</b>

## Weekly Winners

 The top Reading Plus readers this week are:

1. Y3NO (25/26)	23.0
2. Y5GW (25/26)	21.6
3. Y5EK (25/26)	20.1
4. Y3MC (25/26)	12.2
5. Y6KK (25/26)	10.8



**7th November - 13 November 2025**

Y6

Y5

Y4

Y3

Y2

Y1

## Attendance

**School Target:**  
96%

<b>Nursery</b> 94.3%	<b>RKL</b> 96.1%	<b>RMC</b> 92.9%
<b>KS1 –</b>	<b>Y1PT</b> 96.1%	<b>Y1LA</b> 96.9%
	<b>Y2TE</b> 95.2%	<b>Y2LB</b> 95.9%
<b>LKS2 –</b>	<b>Y3MC</b> 93.5%	<b>Y3NO</b> 94.8%
	<b>Y4EH</b> 95.6%	<b>Y4MM</b> 94.1%
<b>UKS2 –</b>	<b>Y5EK</b> 93.2%	<b>Y5GW</b> 96.5%
	<b>Y6JM</b> 95.1%	<b>Y6KK</b> 96.1%

(This week's winners are highlighted in yellow)



## This Week's Learning at Home

### Word of the Week:

**Nursery** – celebration  
**Reception** – fireworks  
**Year 1** – museum  
**Year 2** – evaluate

**Year 3** – adjust  
**Year 4** – positive  
**Year 5** – Common  
**Year 6** – research



# Real or a scam- How to spot a dodgy email or text.




## How?! –

you might have received a text, email, or social media message saying to do something urgent. Stop. Look at the email or text.

1. **Sender's email address:** Scams often won't match the organization's official website and may have random letters and numbers.
2. **Generic greetings:** Be wary of greetings like "Dear Customer" instead of your proper name.
3. **Urgency or threats:** Emails that threaten to close your account or take other immediate action unless you act quickly are a common scam tactic.
4. **Personal information requests:** A legitimate organization will not ask for your password, bank details, or other sensitive information via email.
5. **Spelling and grammar mistakes:** Professional emails are usually free of significant errors and gaps.
6. **Suspicious links and attachments:** Hover your mouse over any links to see the actual destination URL. Be cautious of unexpected attachments.
7. **Unusual formatting or graphics:** Scammers may use poor-quality graphics or logos that look distorted.

## Some examples:

**From:** DPD UK Parcel Delivery <845825zprhvx354423@telenet.be> **1**  
**Date:** 27 November 2020 at 01:11:27 GMT **3**  
**To:** **3**  
**Subject:** We tried to deliver your parcel today but you weren't in or there was no safe place to leave it. **3**

 **7**

12:10  
Gov UK **1** **7**  
+44 785776707  
Click to see who it is really from

Text Message  
Today 04:47

**2**  
GOVUK: You are eligible for a discounted energy bill under the Energy Bills Support Scheme. You can apply here:  
<https://bill-uk-gov.com> **4** **6**

**What do I do?!- Do not click on any of the links and block the sender. Delete the message.**



National Cyber Security Centre  
Home | Advice & guidance | Respond to a cyber attack | Find a product or service | Education & skills | News

**Phishing: Spot and report scam emails, texts, websites and calls**

How to recognise and report emails, texts, websites, adverts or phone calls that you think are trying to scam you.

Pages: Phishing (spot and report scam emails, texts, websites and calls)

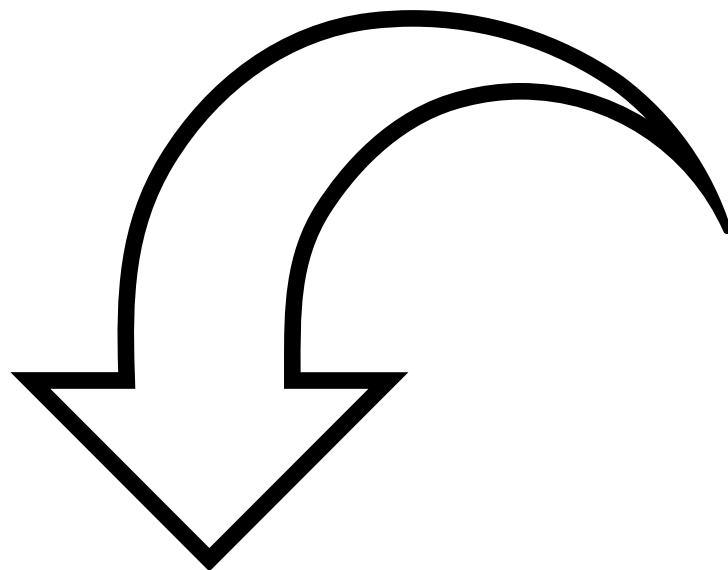
## In the future:

- Always go to a company website directly.
- Report scam emails, texts, calls, adverts, etc.

<https://www.ncsc.gov.uk/collection/phishing-scams/>

AI can now generate realistic looking videos that are almost impossible to distinguish from genuine content. From hoax news to abusive deepfakes, these synthetic clips can mislead, manipulate and even harm.

As AI tools become more advanced, and more accessible, young people are increasingly at risk of encountering fake but convincing footage online. This #WakeUpWednesday guide unpacks the dangers of AI-generated videos, from the emotional impact of fake distressing content to the potential for impersonation and bullying. With practical tips to help young users spot deepfakes and navigate online spaces with confidence, this guide is an essential read for parents and educators navigating this rapidly evolving digital landscape.



# What Parents & Educators Need to Know about AI-GENERATED VIDEOS

## WHAT ARE THE RISKS?

AI-generated videos are increasingly difficult to spot and easy to share. From fake news clips to deepfake abuse, children and young people face new risks every day online. These videos can imitate real people, spread false narratives or even generate harmful content from scratch. Understanding these dangers is crucial for schools and families who want to protect children in a fast-evolving digital world.

### DEEPPAKE ABUSE CONTENT

Shockingly, artificial intelligence is now being exploited to create child sexual abuse material (CSAM). These synthetic images and videos are a form of digital abuse, often generated by manipulating real children's photos, including ones shared innocently online. Worryingly, the Internet Watch Foundation (IWF) has identified a sharp rise in this disturbing trend. Whether real or AI-generated, this content causes lasting trauma – and its creation or possession remains a criminal offence under UK law.

### BLURRED REALITY

Regular exposure to fake content can erode a child's trust in real-world evidence. If everything can be faked, they may begin to question genuine videos – including actual abuse or injustice. This is known as the 'liar's dividend', where real harm is dismissed as fake news. It can discourage victims from coming forward or speaking up.

### USED FOR BULLYING

Deepfake technology is already being used by peers to create embarrassing or explicit clips of classmates. These videos can be edited to appear as though a child said or did something they never did. Once shared, they are almost impossible to delete completely. AI-generated bullying adds a new layer of harm that is deeply personal and difficult to prove.

### EMOTIONAL MANIPULATION

AI-generated videos can be used to provoke strong emotions, including fear, anger or guilt. False footage of crying children, injured animals or burning buildings may be created purely for clicks, donations or political influence. Children may feel upset or powerless, unaware that what they are watching has been digitally invented to manipulate their reaction.

### DISINFORMATION

AI-generated videos can spread fake news, making it harder for children to separate fact from fiction. False clips may include deepfake interviews, hoax disasters or fabricated health claims. AI is already being used to produce misleading or persuasive material that appears authentic. If they don't develop media literacy, children may accept false content as truth.

### IMPERSONATION AND SCAMS

With just a few photos or voice clips, AI tools can imitate someone's appearance or speech. This makes it easier for scammers or bullies to create fake videos of children, teachers or celebrities. These impersonations can be used for fraud, harassment or humiliation – and can spread quickly through social media or group chats, due to the viral potential of video, in particular, on social media.

## Advice for Parents & Educators

### TEACH HOW IT WORKS

Explain to children that videos can be faked – and show them how. Demonstrating side-by-side examples of real vs AI-generated clips helps to build awareness. Discuss how faces, voices and even movements can be copied by machines. Understanding the technology reduces fear and builds confidence in navigating digital content safely.

### TALK ABOUT TRUST

Always keep lines of communication open. If a child sees something upsetting or unbelievable, they should feel safe discussing it without judgement. Create an environment where they know they will not get in trouble for asking questions. This also helps you step in quickly if harmful content has been shared; trust is vital and needs to be nurtured.

### ENCOURAGE CRITICAL QUESTIONS

Help children question what they watch. Who made this? Why was it made? Is it trying to persuade me? These habits encourage digital thinking, especially when videos seem too shocking or convenient. Reinforce that not everything shared by friends or influencers is true, even if it looks convincing at first, and that the initial approach should always be one of speculation.

### STRENGTHEN PRIVACY SETTINGS

Advise children not to share voice notes, selfies or personal videos on public platforms. AI tools often scrape content from social media to create deepfakes. Use privacy controls to limit who can see their content and turn off facial recognition where possible. Fewer public images means fewer opportunities for misuse.

### Meet Our Expert

Brendan O'Keefe is a headteacher and digital education consultant with over a decade of experience in education. As Director of Digital Strategy across multiple schools and an advisor to The National College, he specialises in digital safety, PREVENT, and pastoral care.



#WakeUpWednesday

The National College