

Our value this month is:

Pride



IS MY CHILD TOO ILL TO GO TO SCHOOL?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Minor coughs & cold | <input checked="" type="checkbox"/> Ear infection |
| <input checked="" type="checkbox"/> Sore throat | <input checked="" type="checkbox"/> Cold sores |
| <input checked="" type="checkbox"/> Conjunctivitis | <input checked="" type="checkbox"/> Tonsillitis |
| <input checked="" type="checkbox"/> Respiratory infections | <input checked="" type="checkbox"/> Head lice |

GO TO SCHOOL



- | | |
|--|---|
| <input checked="" type="checkbox"/> Whooping cough | <input checked="" type="checkbox"/> Covid |
| <input checked="" type="checkbox"/> High temperature | <input checked="" type="checkbox"/> Flu |
| <input checked="" type="checkbox"/> Chickenpox | <input checked="" type="checkbox"/> Scarlet fever |
| <input checked="" type="checkbox"/> Diarrhoea & vomiting | <input checked="" type="checkbox"/> Measles |

STAY AT HOME



Dates for your diary

- 5th March – World Book Day
- 11th March – Reception trip Blackpool Zoo

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**.



HOW TO DETECT A DEEFAKE



LOOK FOR INCONSISTENCIES:

- Are any of the facial features blurry or distorted?
- Does the person blink too much or too little?
- Do the hair and teeth look real?
- Are the audio and video out of sync?
- Is the voice tone flat or unnatural?
- Does the visual show odd or unnatural shadows or lighting?

This Week's Highlights

In Nursery we have focused our learning on the story Jack and the Beanstalk, the children are learning to retell the story, thinking about the order of events. They have also listened to the piece of music "In the Hall of the Mountain King", using the music to re-enact the story, thinking about the movements to make. We have also enjoyed spending time outside and talking about the changes as we head to the season of Spring.

In Reception we have started our new topic of Animals. We began by learning about Dinosaurs and we read the story "The Gigantosarus" for our Drawing Club. In Maths we have been learning about the rules of counting and also looking at how we can make 8. We have started our new Art topic – Printing and have had great fun exploring this new technique.

In Year 1 we have been reading our new story "How to catch a star" in English and thinking about the sort of things we would take to go stargazing. We have been learning to count in 2s in maths and spotting the pattern of even numbers. In history we investigated some artefacts to do introduce our new topic of nurses in the past and In Science we learned about carnivores, herbivores and omnivores.

In Year 2 we have been learning all about the great fire of London. We have used a variety of sources from the past to help us identify key information about the events during 1666. In English, we have been writing about The Boy Who Grew Dragons. We have been exploring different examples of instructions so that we can write about ways to look after our own pet dragons, just like Tomas in the story.

In Year 3, we have just introduced our new text "The Iron Man", in English. We have built on our knowledge of measure in maths and used this to work on perimeter. In Science we have been looking at muscles and how our muscles work, we discovered that some muscles are involuntary and we have over 600 muscles in our body! We started our art topic and have learned about the artist Henri Matisse.

In Year 4, we have been writing diary entries as characters from the story 'Escape from Pompeii' trying our best to build tension in our paragraphs. In maths, we have been learning how to convert improper fractions and mixed numbers and in science, we have been learning about producers, consumers and predators in food chains. We have also had great fun in our first Y4 Forest School lessons with Coach Adam.

In Year 5 we have enjoyed beginning our new history topic by looking at a range of artefacts from the Anglo-Saxon time period, it was really interesting listening to each other's ideas about what they were and what they might have been used for. We have been working hard on division in maths and began writing our stories, retelling the short film, Alma. In Art, we began looking at our new unit all about sculpture.

In Year 6 we have written a lovely piece of atmospheric writing in which the children have really shown their creative sides. We've been working with fractions, decimals and percentages in maths. In geography, we've been able to use longitude and latitude to find capital cities and have looked at time zones. We've been dancing with Lucy and have started to learn a musicals routine. A really busy week all round.

This Week's Value Stars!!

Nursery:	Reception: Evie-Louise, Lucas J, Finnley N, Sienna W
Year 1: Louie H, Bill P-K, Karoline C, Josie McD	Year 4: Elaina T, Bella H, Amelia, Miruna
Year 2: Mya, Abdul, John Boy, Arley	Year 5: Taiwo A, Kenzie W, Alfie T, Kylan McG
Year 3: Freya G, Oliver G	Year 6: Chloe W, Daniel FD, Kobe S, Mia H

Weekly Winners

 The top Reading Plus readers this week are:

1st Y3MC (25/26)



D Rubie

2nd Y3NO (25/26)

Rc Alister

3rd Y4EH (25/26)

T Ethan

4th Y6KK (25/26)

Kr Abigail

5th Y6JM (25/26)

M Tilly



Mathswizz

Total Weekly Usage (mins)

Total Weekly Progressions


 Y6JM - Y6

 Y1 PT - Y1

 Y1 PT - Y1

 Y3 MC - Y3

 Y6KK - Y6

 Y1 LA - Y1



Attendance

School Target:
96%

Nursery 98.4%

RKL 94.3% RLB 93.3%

KS1 –

Y1PT 99.6% Y1LA 97.8%

Y2TE 96% Y2CS 98%

LKS2 –

Y3MC 97.7% Y3NO 96%

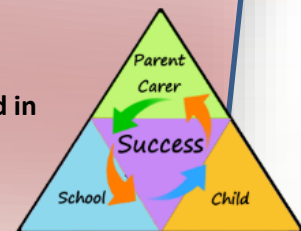
Y4EH 96.9% Y4MM 94.3%

UKS2 –

Y5EK 96.3% Y5GW 92%

Y6JM 91.4% Y6KK 98.6%

(This week's winners are highlighted in yellow)



This Week's Learning at Home

Word of the Week:

Nursery – furious

Year 3 – perimeter

Reception – printing

Year 4 – consumer

Year 1 – artefact

Year 5 – philanthropic

Year 2 – life processes

Year 6 – atmospheric

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 - Creative Ideas on a Budget
 - Practical Health and Safety for Activities
- ✓ Getting Started with Volunteering



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Adult animated content is increasingly visible on platforms such as YouTube, TikTok and streaming services. While the bright visuals and cartoon style may seem harmless at first glance, many of these shows and clips are created specifically for mature audiences, featuring strong language, sexual references, graphic violence and unsettling themes.

This #WakeUpWednesday guide helps parents and educators understand the risks, from misleading visuals and algorithm-driven recommendations to desensitisation and edgy humour. It also offers practical advice on platform settings, open conversations and building children's critical thinking, so young people can navigate online animation safely and confidently.



What Parents & Educators Need to Know about ADULT ANIMATED CONTENT

WHAT ARE THE RISKS?

Bright, bold, and widely shared, adult animated content is more popular than ever, but not always what it seems. These videos, which may appear cartoonish and harmless, often contain strong language, explicit themes, graphic violence, or dark humour. Many are accessible through platforms like YouTube, TikTok or streaming services, where filters may not catch them in time.

MISLEADING VISUAL STYLE

Many adult animations mimic the colourful, exaggerated look of children's cartoons. This can easily mislead not just children, but also adults, into thinking they're suitable for younger viewers. Without watching the content fully, parents or educators might approve a show or video that contains explicit jokes, graphic imagery, or highly inappropriate language, all disguised beneath a playful and fun visual style.

EXPOSURE TO HARMFUL THEMES

A number of adult animated shows and online videos explore mature or disturbing themes, such as addiction, trauma, abuse, self-harm, or violence, and often do so in a stylised or humorous way. Younger viewers may not have the emotional maturity to process this content, leading to confusion, distress, or the normalisation of very serious issues that should be discussed in a supportive context.

RISK OF DISTRESS AND FEAR

Some adult animations, especially horror-based content or 'creepypasta' style stories, include disturbing imagery, unsettling music, and sudden scares. These videos sometimes feature distorted versions of well-known children's characters, such as Sonic the Hedgehog or Peppa Pig, in frightening or violent scenarios. Children can be negatively affected if they come across this unexpectedly, leading to sleep disturbances, anxiety, or long-lasting fears, especially if children have existing worries or sensitive personalities.

INFLUENCE OF EDGY HUMOUR

Dark, edgy humour is common in adult animation and often includes jokes about topics like sexism, racism, mental illness, or abuse. When children hear these jokes, they may repeat them without fully understanding their meaning. This can lead to inappropriate behaviour in school or online spaces, and in some cases, it can reinforce harmful stereotypes or desensitise children to real-world injustice and discrimination.

ALGORITHMIC RECOMMENDATIONS

Video platforms are designed to keep users watching by suggesting similar content. If a child watches one mature animation, they may quickly be shown more, including even darker or more extreme videos. These recommendations are based on viewing patterns, not age-appropriateness. Without strict settings in place, this can lead to a rapid spiral into unsuitable, upsetting, or even harmful content online.

DESENSITISATION TO VIOLENCE

Stylised violence in animation is often exaggerated and constant. Repeated exposure to it can reduce a child's emotional response to harm, making aggression or cruelty appear entertaining or acceptable. Over time, children may become less empathetic or more tolerant of harmful behaviours in real life, especially if they see others online reacting with humour, memes, or praise for violent characters or scenes.

Advice for Parents & Educators

LEARN WHAT CHILDREN ARE WATCHING

Take time to ask children what they're watching and who their favourite creators are. Sit down and watch a few videos to get a full understanding. This helps you spot inappropriate content early and shows children that you're interested and engaged in their online world, not just policing it.

USE PLATFORM SETTINGS WISELY

Make use of built-in safety tools like content filters, restricted mode, and age settings on platforms such as YouTube, Netflix or TikTok. Turn off auto-play where possible and regularly review what children are being recommended. Although these settings aren't foolproof, they add an important layer of protection and help reduce the risk of children encountering disturbing or adult content accidentally.

TALK ABOUT WHAT'S APPROPRIATE

Keep communication open and non-judgemental. Talk about why certain themes or jokes are not appropriate for children, even if they appear in animated form. Help children understand that just because something is popular or shared widely, it does not mean it's suitable or safe. If they've seen something upsetting, respond calmly, offer reassurance, and explain things in an age-appropriate way.

ENCOURAGE CRITICAL THINKING

Help children think carefully about what they watch. Talk about the difference between fictional exaggeration and reality, while helping them question why certain content is made. Is it informative, entertaining, or meant to shock? This builds digital resilience and encourages them to make safer choices in future, rather than simply following viral trends or peer pressure to watch mature content.

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#WakeUpWednesday

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