

Our value this month is:

Courage



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

- Monday 4th May- School closed for Bank Holiday
- Monday 11th-14th May- Y6 SATS Week

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**.

This Week's Highlights

In **Nursery** we have learned about the different jobs that farmers do on the farm to look after the animals and crops. We looked at pictures of a variety of tools/machinery and decided which were used in the past and which would be used now. We have also focused on the letter sounds 's' and 'd'. We learned about St George's Day and played a dice game, finding the correctly numbered piece to create St George and the dragon images.

In **Reception** we have really enjoyed reading Jack and the Jelly Beanstalk and comparing it to the traditional tale. We made salt dough jelly beans and thought about what we would like to grow on our own magic beanstalks. On Thursday we learned all about St George's Day and made our own shields and crowns to act out the story before trying out some traditional morris dancing!

In **Year 1** we have been learning about the plural rule for adding -es in English and have been writing our poems about Mother Nature. In Maths we have been learning how to write and recognise numbers from 20-50 and making these with manipulatives. In Science we have been writing instructions for planting seeds. In PE we have continued our dance lessons and been playing games. In Geography we been learning about the names of different weathers.

In **Year 2** we have really enjoyed researching about the wonderful Sir David Attenborough. We have been exploring his early life and planning our mini biographies. Our teachers were really impressed with how we compared biography writing with diary writing from last half term. Y2 have also shown resilience in art when painting in the style of Alma Thomas.

In **Year 3**, we have been working on fractions, and adding them to make a whole. In English, we have been learning about Mary Anning and the importance of her work, we have also revisited some learning about fossils. In Science, we have been finding out more about igneous rock. We have continued to show determination and courage during our swimming lessons.

In **Year 4**, we have been working hard to research ways in which we can live more sustainably. In Maths we used our multiplication skills to convert km to m and vice versa and we are continuing to enjoy our swimming lessons!

In **Year 5** we have begun planning our own chapter 13 to take place of the blank chapter 13 in our class text! We have moved onto learning about equivalent decimals and fractions in maths and have done well applying our previous learning. We have learnt how to make switches in DT that we will be using in our projects over the next two weeks.

In **Year 6** we have continued to work very hard on the run up to our SATs tests. We are learning about Ratio and proportion in maths, we have been reading lots of different text types in guided reading and brushing up on grammar and punctuation facts in English. In art, we have linked art with history and created clay, Viking faces. They are incredible. We have been very competitive in PE, when we played rounders.

HOW PARENTS CAN MAKE YOUTUBE SAFER



USE YOUTUBE KIDS



TURN OFF AUTOPLAY



CREATE CUSTOM PLAYLISTS



SET TIME LIMITS



TEACH SMART VIEWING HABITS

This Week's Value Stars!!



Nursery: Selin, Rosie, Theo, Myles	Reception: James, Octavian, Nancy, Reuben D
Year 1: Nasser, Aalayah, Harper, Sergiu	Year 4: Zara S, Molly S, Theo V, Lacie Mae B
Year 2: Aoife, Niamh, Ariana, Sophie D,	Year 5: Sophia K, Katherine A, Ethan T, Lee H
Year 3: George H, Jackson M, Louie B and Michael G	Year 6: Yousif A, Max C, Nina M, Amelia Ha

Weekly Winners

The top Reading Plus readers this week are:

- 1st Y3NO (25/26)
- 2nd Y6KK (25/26)
- 3rd Y3MC (25/26)
- 4th Y5GW (25/26)
- 5th Y5EK (25/26)



Mathswizz

Most used:

- Y1 PT - Y1
- Y6KK - Y6
- Y1 LA - Y1



- Peter B
- Mason S
- Kira K

Attendance

School Target:
96%

Nursery 91.7%

RKL 100% RLB 92.3%

KS1 – Y1PT 97.1% Y1LA 92.9%

Y2TE 97.3% Y2LW 95.8%

LKS2 – Y3MC 95% Y3NO 97.3%

Y4EH 95.5% Y4MM 89.3%

UKS2 – Y5EK 93.3% Y5GW 91.3%

Y6JM 93.4% Y6KK 95.86%

(This week's winners are highlighted in yellow)



This Week's Learning at Home

Word of the Week:

Nursery – past

Reception – shade

Year 1 – torrential

Year 2 – dependency

Year 3 – fractions

Year 4 – heritage

Year 5 – borough

Year 6 – motif

YouTube continues to be a go-to platform for entertainment, learning and creativity, but its vast and largely unregulated content library presents ongoing challenges. This guide outlines how features like recommendations, Shorts and social interaction can shape young people's viewing habits, sometimes exposing them to inappropriate or extreme material.

It also explores key safeguarding concerns, including stranger interaction, risky trends and the limits of automated moderation. With practical advice on tools such as YouTube Kids, supervised accounts and parental controls, the guide supports parents and educators in encouraging safer, more balanced and informed use of the platform.

Daily Screen Time Recommendations



Ages 2-5



1 Hour or less

If screens are used, make it interactive & educational.



Ages 0-2



0 Hours

Try to avoid screens, except for video calls.



What Parents & Educators Need to Know about YOUTUBE

WHAT ARE THE RISKS?

Almost anyone with an internet connection knows about YouTube. The Google-owned platform allows users to upload and share videos globally, making it a readily accessible resource with free content on almost any topic. However, with over 20 million videos uploaded each day, not all material is suitable for younger audiences.

INAPPROPRIATE CONTENT



YouTube is free and can be accessed across multiple device types, even without an account. While some videos are marked as 'age restricted', this relies on uploader honesty and automated moderation, meaning children and young people may still encounter unsuitable content if these measures aren't taken.

TRENDS AND CHALLENGES



Popular trends and challenges can be entertaining and widely shared. While many are harmless, some can be risky or harmful if copied. For example, the 'salt and ice challenge' has caused injuries when imitated.

EXPOSURE TO EXTREME CONTENT



The platform's algorithm often promotes content that attracts high engagement, which can sometimes include videos containing extreme viewpoints, misinformation, or risky behaviour. As children and young people watch more of this content, similar videos are likely to be recommended by YouTube's algorithm, therefore reinforcing the exposure.

CONNECTING WITH STRANGERS



YouTube includes social features such as comments and direct messaging. This means young users can interact with people they don't know, potentially exposing them to inappropriate language, cyberbullying, or unwanted contact. Young content creators may be especially vulnerable.

SUGGESTED CONTENT



YouTube recommends videos based on what a user has previously watched. While this can enhance the experience, it may also encourage binge-watching and excessive screen time, particularly when Autoplay is enabled. Without an account, users are shown trending videos, which are not always age appropriate.

SHORT-FORM CONTENT IMPACT



YouTube Shorts – short, fast-paced videos – are designed for continuous viewing. This style of content can be highly engaging but may also contribute to increased screen time and difficulties with maintaining focus over longer periods.

Advice for Parents & Educators

CONSIDER YOUTUBE KIDS



YouTube Kids can help reduce young users' exposure to unsuitable content by filtering videos into age groups, such as preschool, younger, and older children. However, as moderation is automated, it should be used alongside active supervision.

USE PARENTAL CONTROLS



Google Family Link allows adults to filter content, monitor usage, and manage younger users' screen time. Supervised Accounts offer a gradual step up from YouTube Kids, enabling children to explore the platform with appropriate safeguards.

CHECK PRIVACY SETTINGS



If a child in your care uploads content, consider setting videos to Private or Unlisted so they are only shared with trusted viewers. Disabling comments can also help reduce unwanted interaction from strangers.

WATCH TOGETHER



Spending time watching YouTube with the children and young people in your care can help you understand what they enjoy and guide your conversations about content. Tools like Downtime in Family Link can also help limit unsupervised viewing.

Meet Our Expert

Alan Martin is an experienced technology journalist who has written for publications including Wired, TechRadar, Tom's Guide, The Evening Standard and The New Statesman.



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See full reference list on our website