



# Allanson Street News

1<sup>st</sup> May 2026

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 4<sup>th</sup> May- School closed for Bank Holiday
- Monday 11<sup>th</sup>-14<sup>th</sup> 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**.

### 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 Highlights

**In Nursery** we In Nursery we had a fabulous time at Acorn Farm. The children really enjoyed feeding the goats and chickens. They were thrilled to be able to hold the small animals - guinea pigs, chicken, rat and rabbit. We were very proud of their behaviour, Farmer Marie said that they "were a credit".

**In Reception** we have had lots of fun hunting for minibeasts during Forest School and in our outside area. We explored their different habitats and talked about how we can help to care for them within our own environments. In maths we have been busy practising our counting and checking we are counting accurately one at a time.

**In Year 1** we have been reading our new story 'The Baddies' and have been thinking about what the characters do that makes them bad. In maths we have been comparing and ordering numbers to 50 seeing the numbers in different ways. In computing we have been learning how to change the colour and font of our typing and even added some special effects. In Geography we have been meteorologists and made our own weather maps.

**In Year 2** we have been learning all about the famous seaside resort of Blackpool. We have named physical and human features and researched the area to help us create our own leaflets next week. In maths we have been working hard to subtract 2 2-digit numbers.

**In Year 3**, we have been looking at features of a biography building up to writing our own. We have built on our knowledge of fractions looking at number lines, bar models and scales. We have worked hard to finish our DT work, creating a magnetic game.

**In Year 4**, we have been writing the first draft of some very important letters...In Maths we have been converting amounts of money and in Science, we have been learning about the properties of solids, liquids and gasses. We have also been working hard to learn new notes on our flutes and developing our local history knowledge as we learn more about the heritage of Saints rugby club.

**In Year 5** we have enjoyed starting our swimming lessons this week, as well as continuing to develop our skills playing rounders during PE. We have begun writing our very own Chapter 13 to fit into Robert Swindells' version and have designed our own electrical vehicles in DT. Throughout our music lessons, we are enjoying listening to a variety of Motown music and learning what made/makes it so popular.

**In Year 6** we have continued to revise for our upcoming SATs tests. We are counting down the days until we have taken them and are looking forward to doing our best. We've continued our art unit, inspired by Matt Buckley and have played rounders in PE.

## This Week's Value Stars!!



<b>Nursery:</b> Stars - Everyone for excellent behaviour on the trip.	<b>Reception:</b>
<b>Year 1:</b> Brodie A, Olivia B, Levi W, Bobby L	<b>Year 4:</b> Fatima N, Olivia D
<b>Year 2:</b> Mya M, Oliver V, Zara, Morgan	<b>Year 5:</b> Kavinesh R, Isaac WA, Leo and Kylan
<b>Year 3:</b> Isla, Jackson, Logan O, Hunter M	<b>Year 6:</b>

## Weekly Winners

The top Reading Plus readers this week are:

- 1<sup>st</sup> Y3NO (25/26)
- 2<sup>nd</sup> Y6JM (25/26)
- 3<sup>rd</sup> Y6KK (25/26)
- 4<sup>th</sup> Y4EH (25/26)



## Mathswhizz

Most used:

- Y1 LA - Y1
- Y1 PT - Y1
- Y4 EH - Y4



- Nirvana D
- Maddison P
- Liam M

## Attendance

**School Target:**  
96%

<b>Nursery</b> 89.5%	<b>RKL</b> 95.6%	<b>RLB</b> 93.1%
<b>KS1 –</b>	<b>Y1PT</b> 96.4%	<b>Y1LA</b> 100%
	<b>Y2TE</b> 96%	<b>Y2LW</b> 98.6%
<b>LKS2 –</b>	<b>Y3MC</b> 90.6%	<b>Y3NO</b> 94%
	<b>Y4EH</b> 96.6%	<b>Y4MM</b> 93.8%
<b>UKS2 –</b>	<b>Y5EK</b> 93.3%	<b>Y5GW</b> 96%
	<b>Y6JM</b> 93.5%	<b>Y6KK</b> 98.3%

(This week's winners are highlighted in yellow)



## This Week's Learning at Home

### Word of the Week:

<b>Nursery</b> – trip	<b>Year 3</b> – biography
<b>Reception</b> – patient	<b>Year 4</b> – amateur
<b>Year 1</b> – meteorologist	<b>Year 5</b> – andante
<b>Year 2</b> – personification	<b>Year 6</b> – SATS

# PARR FUNDAY



INFORMATION FOR STALL HOLDERS

 PARR CHILDREN'S CENTRE



THURSDAY 28<sup>TH</sup> MAY

STALL SET UP : 10AM

EVENT STARTS : 11AM

EVENT ENDS : 2PM

WHAT TO EXPECT ON THE DAY:

- ★ FACE PAINTING
- ★ LUNCH PROVIDED
- ★ FREE ICE CREAM VAN
- ★ PARTY GAMES AND ENTERTAINMENT





# PARR

**HOME  
START**  
St Helens



ST HELENS  
BOROUGH COUNCIL

# FUN DAY

@ PARR CHILDRENS CENTRE

A FREE ICE CREAM FOR ALL CHILDREN



JOIN US FOR OUR FREE FAMILY FUN DAY

11AM-2PM

THURSDAY 28<sup>TH</sup> MAY

A FANTASTIC OPPORTUNITY TO  
MEET LOCAL SERVICES  
AND HAVE FUN WITH  
YOUR FAMILY

PROFESSIONALS WELCOME TO GET INVOLVED



- ★ FACE PAINTING
- ★ LUNCH PROVIDED
- ★ FREE ICE CREAM VAN
- ★ NO BOOKING NEEDED
- ★ PARTY GAMES AND ENTERTAINMENT



# ST HELENS WELLBEING

## Early Years Programme. Starting Solids.



A session designed to support parents/carers in the introduction of solid food to their baby. It gives practical guidance around when to start solid foods, first foods for baby, feeding safety and promotes healthy habits from infancy.

## Healthy Family Programme.

An 8 week programme that supports parents and families in developing healthier lifestyles by promoting good nutrition, physical activity and positive parenting.

Air Fryer / Slow Cooker after completion.

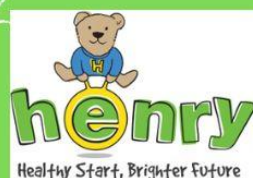
Terms and conditions apply.

Subject to availability.

## Fussy Eating.

The fussy eating workshop supports parents in understanding eating behaviours and provides practical strategies to encourage a positive relationship with food and reduce mealtime stress.

**Book here**



Exam periods can place significant pressure on young people, affecting their confidence, focus and overall wellbeing. This guide explores supportive, realistic strategies to help pupils manage their workload, stay organised and maintain balance. From creating effective revision routines to designing calm study spaces, it offers practical ways to reduce overwhelm and build a sense of control.

It also highlights the value of active study techniques, creative revision methods and the thoughtful use of technology, including AI tools. With an emphasis on maintaining motivation and protecting mental health, the guide encourages a positive, sustainable approach to exam preparation that helps young people feel more confident and resilient.



# 10 Top Tips for Parents and Educators MANAGING EXAM STRESS

At some point in their education, most young people will encounter exam stress, which can affect their mental, emotional, and physical wellbeing. Mental health charity YoungMinds estimates that 87% of pupils experience exam-related stress. This highlights the importance of supporting young people to manage exam pressure effectively, maintain perspective, and protect their overall wellbeing during these periods.

## 1 PRACTISE WORKLOAD WISDOM

The build-up to exams can feel overwhelming, with competing demands on time and energy. Encourage young people to reflect on whether their workload is realistic and allows them time to rest and recharge. Support them in creating a manageable revision timetable that includes regular breaks and occasional days off. Remind them that plans can be adjusted if they feel overwhelmed, helping to reduce the pressure and prevent burnout.

## 2 CLEAR UP THE CLUTTER

A cluttered workspace can reduce focus and increase stress levels. Encourage young people to keep their study area tidy and organised, with clearly arranged notes and materials. A calm, dedicated space can support concentration and create a more relaxed mindset. Adding colour, mind maps, or creative elements can also make revision feel less daunting and more manageable.

## 3 MASTER THE MATERIALS

Revision can feel particularly stressful if young people are unsure where to begin. Help them confirm key study topics and materials, ensuring they're using accurate and relevant resources. Reducing uncertainty can help them feel more in control of their learning. Reassure them that they don't need to know everything perfectly, as building their understanding over time is what matters most.

## 4 GET CREATIVE WITH NOTES

Writing out detailed notes, rather than relying only on bullet points, can strengthen their understanding and retention. Encourage young people to turn these notes into flashcards for regular review and repetition. Feeling familiar with their material can boost their confidence and reduce anxiety during exams. This approach can help them feel more prepared and less likely to panic under pressure.

## 5 USE VISUAL MEMORY AIDS

Visual resources can make learning more effective and reduce their frustration when information feels difficult to grasp. Encourage the use of diagrams, videos, sticky notes, and colour coding to reinforce key ideas. Creating simple mnemonics can also make information easier to remember. Using a variety of methods can help prevent mental fatigue and keep revision feeling fresh and manageable.

## 6 BUILD A TECH TOOLKIT

Technology can be a valuable supporting tool during exam preparation when used in a balanced way. Educational websites, revision platforms, and subject-specific videos can help explain complicated topics clearly, reducing the risk of confusion or stress. Encourage young people to use these tools to support – rather than overwhelm – their learning, and to take regular breaks from their screens to protect their wellbeing.

## 7 KEEP REVISION ENJOYABLE

Revision is often more effective when it feels engaging and varied. Encourage young people to incorporate humour, real-life examples, or creative approaches into their learning. Mixing study methods, including light physical activity such as short walks, can also improve their mood and focus. Enjoyable revision experiences can help reduce stress and make the process feel more positive and sustainable.

## 8 USE ACTIVE STUDY METHODS

Active revision techniques can help young people feel more confident and in control of their learning. Strategies such as spaced repetition and active recall, including self-testing or explaining concepts aloud, can highlight both their strengths and areas for improvement. This clarity can reduce last-minute panic and support a calmer, more prepared approach to exams.

## 9 USE AI THOUGHTFULLY

AI tools can support revision by making learning more personalised and manageable. Young people can use them to generate practice questions, summarise information, or break down topics into simpler steps. Used carefully, these tools can reduce overwhelm and save time. Remind young people to check AI information with trusted sources to ensure its accuracy and build confidence in their understanding.

## 10 PRACTISE WITH ONLINE TOOLS

Online revision platforms can help young people test their knowledge and track their progress. Many offer quizzes, flashcards, and practice papers aligned with exam boards. Encourage regular self-testing – including timed activities – to build up familiarity with exam conditions. Becoming more comfortable with the format of exams can reduce anxiety and help young people approach them with greater confidence.

## Meet Our Expert

Minds Ahead design and deliver the UK's only specialist postgraduate mental health qualifications. Winner of Social Enterprise UK's 'One to Watch' award, the charity provides training and support to education organisations and local authorities. This guide has been written by Adam Gillett – a learning and development specialist who is also Associate Vice-Principal for Personal Development at a large secondary school.



#WakeUpWednesday

The National College

See full reference list on our website

@wake\_up\_weds

/www.thenationalcollege

@wake.up.wednesday

@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 29.04.2026