Allanson Street News

6th November 2026

Our value this month is:

Integrity



Dates for your diary

-

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**.







What have we been doing this week?

Nursery- 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 created printing pictures of fireworks. The children also developed their physical skills by taking part in "Squiggle while you wiggle" movements.

Reception- This week Reception have started their new learning all about Celebrations and have found out lots of information about how Diwali is celebrated and been very creative in painting and colouring Rangoli and Mendhi patterns. We have also loved reading poems about Bonfire Night and thinking about how to keep ourselves safe.

Year 1- This week we have started our new text "Rapunzel" in English and have been learning about nouns, verbs and adjectives. We have explored the composition of the number 9 in Maths. We looked at maps of our local area in Geography and started some team games in PE. We looked at the work of Modigliani with Mrs Rooney in Art and used our computers for the first time in the IT suite.

Year 2- This week we have loved our first forest school session. We explored our forest area and showed lots of respect and integrity outdoors. In English we have been writing simile poems linked to our new story called Noah's New Home.

Year 3- This week we have been exploring our new text 'The Grumpy Ghost', we have made predictions and have written our own simile poems. In maths we have been working on adding and subtracting hundreds to 3 digit numbers.

Year 4- This week we have continued to work hard in maths when using column addition to work out more complex calculations. In English, we have looked at identifying features of persuasive writing, ready to write our own report!

Year 5- This week we have enjoyed starting our first History topic all about Ancient Greece! We also enjoyed exploring our new English text "The Lost thing" and immersing ourselves in the plot and characters. In maths, we have begun working on our multiplication skills by looking at multiples and factors.

Year 6- This week we have started a new adventure book called 'The Lost Book of Undersea Adventure' in English. We have also started our new geography topic on South America and have been independently researching South American countries. In PE, we have really enjoyed playing and refining our dodge ball skills.

This Week's Value Stars!!

Nursery: Alyssa, Toby	**Reception**: Athena, Airene
Year 1: Chrissy, Agman, Nico, Rhiannon	**Year 4:**
Year 2: Nasser, lockley, Reggie & Arlo T	**Year 5:** Ishat, Bella H, Auria, Jackson
Year 3:	**Year 6:** Imogen L, Aamanee A

Weekly Winners

The top Reading Plus readers this year, so far, are:

1. Y3NO (26/27)
2. Y3MC (26/27)
3. Y4MM (26/27)
4. Y4EH (26/27)



Musbau A

Mathswhizz

Most used:

1st	Y6KK
2nd	Y2TE
3rd	Y3NO
4th	Y6EB





Attendance

School Target: 96%

Nursery 84.3%

KS1 –
RKL 95.8% RLB 95%
Y1PT 97.8% Y1LA 98.9%
Y2TE 98.6% Y2NC 98.9%

LKS2 –
Y3MC 87.9% Y3NO 97.1%
Y4EH 93.8% Y4MM 94.5%

UKS2 –
Y5RG 95.2% Y5GW 93.9%
Y6EB 92.9% Y6KK 89.3%

(This week's winners are highlighted in yellow)



This Week's Learning at Home

Word of the Week:

Nursery – celebration
Reception – celebration
Year 1 – verbs
Year 2 – survival
Year 3 – predict
Year 4 – persuasive
Year 5 – inhabited
Year 6 – foliage

Carnival of Reading

Help us and St Helens Arts in Libraries bring the **National Year of Reading 2026** to a close in style at the Carnival of Reading and celebrate the joy of books, stories and words with us!

Performances · Illustration Workshop · Author Talks · Q&As · Family-Friendly Crafts · Creative Writing · AND MORE!



feat. Desert Island Books with special guest Frank Cottrell-Boyce at 4pm



Stop Horrid Henry from causing trouble and have your photo taken!

7th Nov
10am – 5pm
St Helens Library



GO ALL IN.

Collect a booklet from any library for full details of the day's schedule or scan the QR code.

National Year of Reading 2026

@STHLibraries

@sthlibrariesandarts

https://catalogue.sthelens.gov.uk

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ST HELENS BOROUGH COUNCIL

6 Quick Number Natter
Talking Points

National Numeracy
NUMBER CONFIDENCE WEEK

Use the Quick Number Natter talking points below to spark short, informal conversations in your organisation. Add the Big Number Natter as an agenda item to your meetings and spend a few minutes on the talking points OR ask everyone to start a quick number natter using these talking points during a coffee break, at the water cooler...any time!

Give me one word.

Talking Point 1

What is one word that describes how you feel about maths, positive or negative? Why?

Love it? Loathe it?

Talking Point 2

Love it or loathe it, everyone has something to say about maths. What's your number story?

How many of us?

Talking Point 3

Around half of UK adults have the numeracy levels expected of a primary school child. Does this surprise you?

Everyday maths

Talking Point 4

Can you name some of the ways you use maths in everyday life?

Hidden in plain sight!

Talking Point 5

Do you use maths at work? It might not be obvious! Can you think of any examples?

The 10 minute Challenge

Talking Point 6

We all learn differently. Try the National Numeracy Challenge to check your confidence and skill. It just takes 10 mins!
nationalnumeracy.org.uk/challenge



Get more free resources:
nationalnumeracy.org.uk/numberconfidenceweek

To help us understand the childcare needs of local families and support the future development of school aged childcare provision, we would be grateful if you could share our parent/carer survey through your usual communication channels.

Parent and carer feedback is essential in helping us plan services that meet the needs of children, families and schools across St Helens.

Thank you for your support in promoting the survey.

Help Us to Plan Future Childcare in St Helens

St Helens Borough Council has a duty to ensure there are sufficient childcare places for children aged 0–14 years, and up to 18 years for children with Special Educational Needs and Disabilities (SEND). This includes childcare provision such as breakfast clubs, before and after-school childcare, and holiday activities.
To help us understand what families need, we are asking parents and carers to complete this survey.
Your feedback will help us identify gaps in childcare provision and plan future services across the borough.
All responses are confidential and will only be used to help assess childcare needs in St Helens.

School Age Childcare Sufficiency Survey for Parents and Carers – Fill in form:

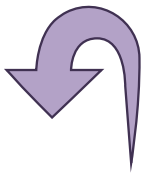


From sponsored posts and influencer promotions to adverts hidden within games and videos, children encounter online advertising almost everywhere.

But can they always tell when they're being sold something?

With young people particularly susceptible to persuasive marketing, it's important to understand how adverts can influence their choices, expectations and spending habits – often without them even realising.

Our Wake Up Wednesday guide explores the risks of advertising aimed at children, including misleading claims, unrealistic beauty standards, inappropriate promotions and pressure to make purchases. It also offers practical advice for parents and educators on helping young people recognise sponsored content, think critically about marketing messages, avoid unintended spending and develop healthier relationships with online advertising.



At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about

ADVERTISEMENTS AIMED AT CHILDREN

WHAT ARE THE RISKS?

Children are particularly vulnerable to the persuasive effects of advertising because of their still-developing critical thinking and impulse control skills. Children are regularly and passively exposed to advertising online, whether through influencers, paid advertisements, or sponsored content. Although 92% of 12–17-year-olds felt confident recognising online advertising, only 37% correctly identified sponsored adverts in search results.

INFLUENCER MARKETING

Influencers are an increasingly prominent part of children's online experiences, with four in ten 3–17 year olds who watch online videos reporting that they watch influencer content as entertainment. Influencers can appear credible, relatable, trustworthy and aspirational. Although seven in ten 12–17 year olds recognised a paid partnership, some believed products were promoted because influencers liked or thought they were 'cool'.

PARENTAL PRESSURE TO PURCHASE

Children's exposure to online advertising can pressure parents to buy products they see advertised. When told no, children may feel upset, treated unfairly or left out when comparing themselves with peers. With children potentially seeing up to 40,000 adverts a year, parents cannot meet every request. This can lead to arguments and put strain on family relationships.

UNREALISTIC EXPECTATIONS

Advertising often focuses on the positive effects of a product, which can create unrealistic expectations among young people. Children may be particularly susceptible to these claims when they do not recognise the persuasive intent behind them. They may be more likely to believe that a cream will 'transform' their skin, clothing will help them fit in, or protein powders will quickly build muscle. Repeated exposure to adverts such as beauty content can normalise unrealistic expectations and create material dissatisfaction or body image concerns.

HARMFUL ADVERTISING

Children can encounter online advertising through games, videos, social media and links, meaning they may see content that is inappropriate for their age. This can include products or messages that influence attitudes towards body image, health or behaviours such as gambling. Repeated exposure to beauty content can normalise adult-oriented beauty routines and psychological pressure.

UNINTENDED PURCHASES

Online advertising can encourage young people to make purchases. Ofcom found that 58% of 8–17 year olds had spent money online, with 27% saying adverts encouraged them to spend and 22% influenced by influencer content. Despite this, a third of the children regretted an in-game purchase, while almost half said they were unclear about what they were buying. This can lead to children spending more than intended or making purchases without fully understanding the cost or product, adding pressure on parents to spend.

LACK OF ADVERTISING TRANSPARENCY

Advertising is not always obvious to children, particularly when influencers promote brands, products or services without clearly stating that it is an advert, or when advertising is embedded within entertaining content and uses positive language. Children may not realise that the adverts are promoting something, making the recommendation seem more trustworthy and more influential.

Advice for Parents & Educators

TEACH CHILDREN HOW TO SPOT ADS

Help children to recognise when content is trying to sell them something. Teach them to look for signs such as '#ad', 'sponsored', 'paid partnership' as well as promo codes or product links attached. Explain to your child that these adverts can be embedded within videos, social media posts, games or influencer posts and are not always obvious to identify. Helping children recognise these advertisements can make them less likely to be influenced by them.

ENSURE PAYMENT DETAILS ARE LOCKED DOWN

Avoid saving your bank card details on children's devices, games or apps wherever possible. This can help reduce the risk of children making accidental or impulsive purchases following seeing an advert. Check the purchasing settings on games and social media accounts and use parental controls or purchase approval settings where possible. Talk to your child about the importance of asking before making a purchase online.

DEVELOP CRITICAL THINKING SKILLS

It is important to encourage children to question what they see online rather than automatically believing it. Encourage them to stop and think before clicking. Have them ask themselves, 'Why am I seeing this?' and 'What are they trying to get me to want/buy?'. Remind them that adverts and influencers only highlight the positive aspects of a product. By developing these skills, children will begin to recognise, question, and respond to manipulative marketing practices.

ENCOURAGE OPEN COMMUNICATION

While it is important to set age restrictions on games and social media, inappropriate adverts can still slip through. Talk regularly with your child about adverts or influencer content they see online. Open communication makes it easier for your child to come to you if they have any questions about products or inappropriate content. It also helps you understand what your child is being exposed to online and where they may need support.

Meet Our Expert

Dr. Claire Sutherland is an education consultant and digital safety expert, with a background in primary teaching. She combines her PhD research in cyberbullying with hands-on experience, delivering impactful digital wellbeing workshops and policies for schools across Australia and now in the UK.



#WakeUpWednesday®

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