

Newsletter – Summer Term



Wistaston Academy
Primary and Nursery School
Together We Learn • Together We Achieve

This Week's Events

Date	Event
Monday 3 rd May	Bank Holiday – school closed
Tuesday 4 th May	Y3 Glee Club Y6 Dodgeball Club
Wednesday 5 th May	
Thursday 6 th May	Y5 Dodgeball Club
Friday 7 th May	Y1 Dance Club
Advanced Notice:	10 th -16 th May Mental Health Awareness week. 19 th May: National Numeracy Day There will be no Y1 Dodgeball Club on Friday 14 th May
Polite Notice:	Please note the school office opens at 8.30am each morning and is manned until 4.30pm. Before and after these times, there will be no access to the Main Reception area.

We are Brilliant Winners

KS1: Lavin, Bobby, Charlie

KS2: Niamh, Elinor, Ffion, Miley, Lucy R, Caitlin

Mental Health Awareness week 10th-16th May

Mental Health Awareness Week is an annual event when there is an opportunity for the whole of the UK to focus on achieving good mental health. The Mental Health Foundation started the event 21 years ago. Each year the Foundation continues to set the theme, organise and host the Week. The event has grown to become one of the biggest awareness weeks across the UK and globally.

Mental Health Awareness Week is open to everyone. It is all about starting conversations about mental health and the things in our daily lives that can affect it. This year we want as many people as possible – individuals, communities and governments – to think about connecting with nature and how nature can improve our mental health. This year they would like people to notice nature and try to make a habit of connecting to the nature every day. Stop to listen to the birdsong, smell the freshly cut grass, take care of a house plant, notice any trees, flowers or animals nearby. Take a moment to appreciate these connections.

Nursery

This week the nursery children have been looking after our chicks. We have been learning how to care for them by being gentle and quiet. We have looked closely at them and seen them grow. They are now in their brooder box and are pecking at their food and learning how to flap their wings.



Reception

Reception have had a fun packed week playing in our new outdoor area. The children have been exploring, taking risks and challenging themselves to move on, under, around and over the equipment. We have also been fortunate to have a virtual workshop with Chester Zoo.

We learnt some fascinating facts about snakes; that their scales move like feet in order for them to climb, they don't have a chin so their mouth can open wide to eat large animals and they have lots of muscles.



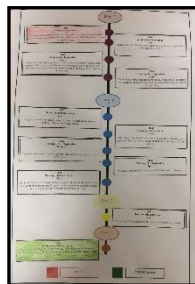
Year 1

Year 1 have been scientists this week! We began the week by finding out about the different parts of a plant and the jobs of each part. We conducted a test to explore the job of the stem. We have also used a special piece of scientific equipment, a microscope, to look at the different parts of a plant in more detail.



Year 2

In Year 2, we have been continuing to learn about The Great Fire of London in our topic lessons. This week we created a timeline to show what happened during the fire. In maths we have been having lots of fun learning about fractions such as half, quarter and a third.



Year 3

As promised, here are the photos of our pyramids from our Pens Down Day last week!

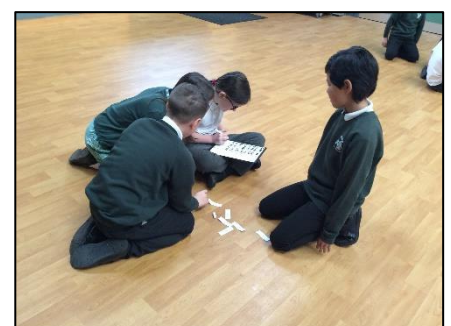
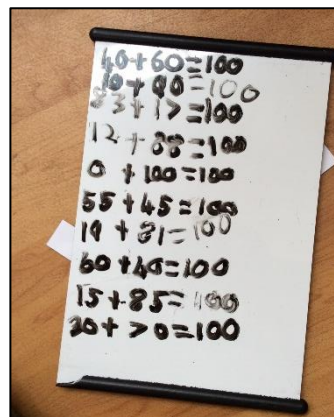


This week, in Science, we did a practical investigation to find out whether bigger magnets are stronger than smaller magnets.



Year 4

In year 4, we continued our learning on decimals and recapped our knowledge on number bonds to help us progress to working with decimals and fractions to make a whole number. One of our lessons involved getting active by playing 'Pirates Gold'. In Science, we started to look at simple circuits, the children had fun creating their own circuit.



Year 5

In year 5, we had a Viking visitor in school who taught us lots of new facts! To begin with, we were able to see and handle some weaponry that Vikings would have used in battle, we looked at: helmets, chainmail tunics, spears and a sak. From this we discovered that Vikings preferred spears over all other tools as they were cheap and easy to make while being effective. Then we became Viking warriors preparing to battle, our aim was to raid and pillage Lindisfarne. England was such an easy island to get rich from thanks to the many monasteries which were adorned with precious metals and jewels. Our day ended with some historical thinking about Viking artefacts: we thought carefully about what the items were made of and what the Vikings may have used them for. Take a look at our pictures to see all the fun we had!



Year 6

Year 6 have been continuing their learning on Civil Rights.

In literacy, we have been writing our own spoken word, focusing on discrimination. Here are an example of a few.

Racism is the judging glances
From people you don't know.
And even though they try to hide it,
It always seems to show.
They cry about it,
Talk about it,
Try to show they care,
But no matter what they say,
You know that it's still there.

Morola

Sexism is the damsel in distress
"Man up!"
"Man up!"
No tears allowed.

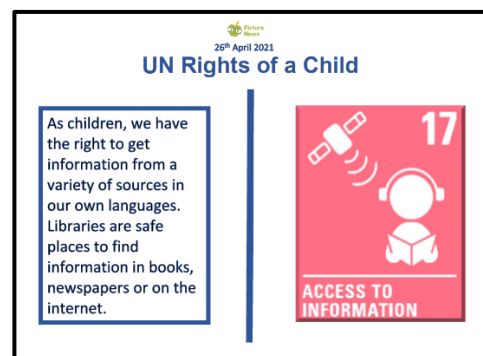
Be who you want to be and live your life free

Vanessa

Discrimination about love.
Different never meant wrong,
Man and man
Woman and woman
Just like man and woman
It's just love.
Nobody suffers from love.

Piotr

We have also been reading about Charles I and King John of England, two kings who were seen as ignoring the rights of the people. We created a tableaux of how we think the people would have reacted to them. It was quite scary to be on receiving end of this lot!





What Parents & Carers Need to Know about

SNAPCHAT

Age Rating
13+

Snapchat is a photo- and video-sharing app which also allows users to chat with friends via text or audio. Users can share images and videos with specific friends, or through a 'story' (documenting the previous 24 hours) visible to their entire friend list. Snapchat usage rose during the pandemic, with many young people utilising it to connect with their peers. The app continues to develop features to engage an even larger audience and emulate current trends, rivaling platforms such as TikTok and Instagram.



Connecting with Strangers

Even if your child only connects on the app with people they know, they may still receive friend requests from strangers. Snapchat's links with apps such as Wink and Hoop have increased this possibility. Accepting a request means that children are then in direct contact with strangers through the Story, SnapMap and Spotlight features. This could allow strangers to gain their trust for sinister purposes.

Inappropriate Content

Some videos and posts on Snapchat are not suitable for children. The hashtag used to organise or meet one determined by the poster, so an innocent search term could still yield age-inappropriate results. The app's Discover function lets users swipe through snippets of news stories and trending or viral clips that often include adult content. There is currently no way to turn off this feature.

Damage to Confidence

Snapchat's signature filters and lenses are a popular way for users to enhance their 'selfie game'. Although many are designed to entertain or amuse, the 'beauty' filters on photos can set unrealistic body/mage expectations and create feelings of inadequacy. Continually comparing themselves unfavourably against other Snapchat users could threaten a child's self-esteem.

Compulsion and Excessive Use

Many users spend vast amounts of time trying to become a Snap Star. Snapchat is offering a share of \$1 million, and the chance of an invite from, to users who create and share the best videos. Children are therefore becoming obsessed with producing appealing content. The Spotlight feature's endless scroll of videos makes it easy for children to pass hours watching content, slowly getting addicted to the app.

Sexting

Sexting continues to be a risk associated with Snapchat. The app's 'disappearing messages' feature make it easy for young people (boys in particular) to share explicit images or videos. While these pictures do disappear – and the sender is notified if it has been screenshot first – users have found alternative methods to save images, such as taking pictures with a separate device.

Advice for Parents & Carers

Turn off Quick Add

The Quick Add feature helps people find each other on the app. This function works based on mutual friends or whether someone's number is in your child's contacts list. Explain to your child that this feature could potentially make their profile visible to strangers. We recommend that your child turns off Quick Add, which can be done in the settings (accessed via the cog icon).

Choose Good Connections

Snapchat has recently announced that it is rolling out a new safety feature: users will receive notifications reminding them of the importance of maintaining connections with people they actually know well, as opposed to strangers. This PrivacyCheck up encourages users to delete connections with users they rarely communicate with to maintain their online safety and privacy.

Talk about Sexting

It may feel like an awkward conversation (and one that young people can be reluctant to have) but it is important to talk openly and non-judgementally about sexting. Discuss the legal implications of sending, receiving or sharing explicit images, as well as the possible emotional impact. Emphasise that your child should never feel pressured into sexting – and that if they receive unwanted explicit images, they should tell a trusted adult straight away.

Keep Profiles Private

Profiles are private by default, but children may want to make them public to gain more followers. You may wish to customise the settings so that your child's stories can only be viewed by people they know well in real life. In SnapMaps, enabling 'Ghost Mode' (again via settings) prevents your child's location being seen; it also nullifies SnapMap 'status', which visibly displays a user's exact location for as long as they stay there.

Be Ready to Block and Report

If a stranger does connect with your child on Snapchat and begins to make them feel uncomfortable through bullying, pressure to send explicit images or by sending explicit images to them, your child can end the three dots on that person's profile and choose report or block. There are options to state why they are reporting that user (harassing or malicious messages, spam, or masquerading as someone else, for example).

Chat about Content

Talk to your child about what is and isn't wise to share on Snapchat (e.g. don't post explicit images or videos, or display identifiable details like their school uniform). Remind them that once something is online, the creator loses control over where it might end up, and who with. Additionally, Snapchat's 'Spotlight' feature has a #challenge like TikTok: it's vital that your child understands the potentially harmful consequences of taking part in these challenges.

Meet Our Expert

Dr Claire Sutherland is an online safety consultant, educator and researcher who has developed and implemented anti-bullying and cyber safety policies for schools. She has written various academic papers and advised our research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



National Online Safety
#WakeUpWednesday

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