

Newsletter 5 – Autumn Term



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

This Week's Events

Date	School Events	International Events
Monday 11 th October	Y6 dodgeball club	National Braille Week begins
Tuesday 12 th October	Y6 swimming Y3 Forest school Y4 dodgeball club & Y2 dance	Ada Lovelace Day
Wednesday 13 th October		
Thursday 14 th October	Y4 dodgeball club	
Friday 15 th October	Y1 dance club & Y3 dodgeball club	
Advanced Notice:	World Food Day – 16 th October International Day for the Eradication of Poverty – 17 th October Year 2/3 Phonics screening check – w/c 06.12.21 and 13.12.21. Please ensure your child is in school every day during this period. Walk to school week 18 th -21 st October Healthy eating week 18 th -21 st October	
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: Bella Emilia, Lucas, Phoebe

KS2: Lucy R, Aaron E-P, Hannah, Darcey, Brooke

Nursery

This week the Nursery children have been on a chilly Autumn walk.

The children all put on their coats and wellies and lined up with their partner. Whilst we were out on our walk we looked for different signs of Autumn. We found apples, acorns and some lovely coloured leaves that had fallen to the ground.



Reception

This week the children have enjoyed talking about their favourite activities and what they enjoy doing at home with their family. We all created a collage picture using our favourite colour. Here is our colourful display in the classroom. The children have also been sorting and matching in Maths through various activities.



Year 1

As part of our learning about maps, we have been on a local walk. Year 1 planned a route and thought about if they needed to turn left or right to follow the route on the walk. They looked out for different types of houses such as bungalows and semi – detached houses. We also read road signs and found out what different symbols meant from our maps like the church and fish and chip shop.



Year 2

Year 2 had a fantastic lesson last week looking at shells through an electronic microscope. They were amazed at the detail that they could see and how different they looked!



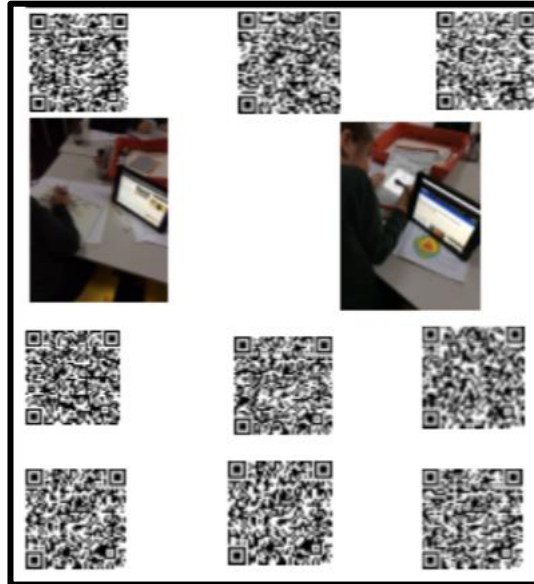
Year 3

This week in History, Year 3 learned about what the Stone Age people would have eaten. We followed a recipe to make a Stone Age stew. We talked about how it would have been made in the Stone Age and how they would have gathered the ingredients. Finally we got to taste our stew!



Year 4

In Geography on Monday, we researched and wrote about a natural disaster such as an earthquake or volcano and the impact it has had. Scan a QR code to see.

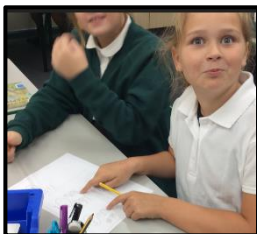


Year 4 Instruments

We will be creating our own junk model instrument the week beginning 11th October. Bring in any recyclable items that could be used to make their instrument.

Year 5

This week, the children in Year 5 had fun in maths doing an investigation. We used addition and subtraction to find that when certain approaches are used, you can always get the same answer. We each chose a three-digit number where the first digit was bigger than the third digit. We then reversed the digits, and subtracted our second number from our first one. We then took our three-digit answer and reversed the digits. When we added these two numbers together we got the answer of 1089....every time!



Year 6

Year 6 have enjoyed doing lots of drama in guided reading this week. We have been creating sketches and tableaux of scenes from our book: Beetle Boy.



PSHE

As you know, we have used the NHS backed program called myHappyMind in our school which is designed to support children's wellbeing and happiness.

The Founder of myHappyMind is running a brand new, FREE, online training series for parents and carers called Happiness Hacks Live. It's all about how to support your children's resilience, self-esteem and happiness and you can sign up using the link below.

It's totally free and starts on Thursday 7th October, at 8pm. Here's the link to sign up:

<https://www.learn.myhappymind.org/happiness-hacks-live-landing-page-1>

World Mental Health day

The World Health Organisation recognises World Mental Health Day on 10th October every year. This year's theme is 'Mental Health in an Unequal World'.

Find more resources here: <https://www.mentalhealth.org.uk/>

British Values

UN Rights of a Child
4th October 2021

When adults make decisions, they should think about how they will affect us and make sure they do their best for us. Our adults often decide how we travel to school.

BEST INTERESTS OF THE CHILD

British Values
4th – 10th October 2021

Democracy
People aged 18 or over vote for who they want to govern our country. Our Government makes decisions for the country. Mobility hubs form part of the Government's plan to reach net zero by 2050.



October Half term

Day of the week	Morning Activities	Afternoon Activities
<p>Tuesday 26th October</p> <p>Witches and Wizard's Day</p> <p><i>Feel free to dress for the occasion</i></p>	<p>Potions class</p> 	<p>Make your own spell book</p> 
<p>Wednesday 27th October</p> <p>Ghostbuster Day</p> <p><i>Feel free to dress for the occasion</i></p>	<p>Make your own Mr Stay Puft pops (marshmallow)</p> 	<p>'I ain't afraid of no ghosts!' (ghost hunt)</p> 
<p>Thursday 28th October</p> <p>All Treats No Tricks</p> <p><i>Feel free to dress for the occasion</i></p>	<p>Pumpkin Carving</p> 	<p>Halloween games</p> 

Just a few reminders:

- Please make sure your child/children have a packed lunch every day.
- Please provide a change of clothing as we will be doing lots of different messy activities throughout the day.
- We will provide breakfast up until 8.30am and a light meal at 4.00pm.

ALL CHILDREN WILL HAVE FULL ACCESS TO ALL RESOURCES WITHIN WIZZ KIDZ THROUGHOUT THE DAY.

To book please email wizzkidz@wistastonacademytrust.co.uk

What Parents & Carers Need to Know about ECHO CHAMBERS

The internet is a vast space, home to all manner of differing viewpoints. However, website owners have realised that people tend to enjoy the online company of others who think and sound like them. It's in the website providers' interests, then, to create echo chambers: sites where the user's own views are echoed, reinforced and built on without being challenged. This is common on social media. Combine echo chambers with the dangers of misinformation and fake news, and the result could easily see children becoming trapped in an online bubble – only ever confirming what they think they know, discouraging them from questioning, and never offering a different perspective.

Stifled independent thought

Childhood is a time when free thinking and individual expression should be encouraged. Echo chambers restrict this by fencing young people into a world they're already immersed in. Of course, there's nothing wrong with being a fan of gaming, boy bands or football, but echo chambers can quickly start to focus children's attention on a very limited number of interests, at the expense of everything else.

Blinkered worldview

Social media algorithms may use sophisticated software, but their principle is simple: keep users on the app or website for as long as possible by giving them more of the content they want. For social media platforms, this means prioritising the posts, videos, and streams of your child's favourites. This constant regurgitation of the same kind of content can cause children to develop an extremely niche and selective view of the world.

Risk of radicalisation

Extremist groups have been known to use echo chambers – allied to website popularity algorithms – to their advantage in the past. They also attempt to use social media as a conduit for grooming and radicalising (known as 'red-pilling') impressionable minds. Ironic memes have been known to promote far-right ideology, while terror groups have utilised social media in an attempt to recruit young people.

Creating obsessions

Children and young people naturally tend to enjoy a diverse range of interests. Echo chambers, as perpetuated on social media, can funnel your child's attention down an extremely restricted path. This gradual but powerful take-over of your child's impulses can cause them to slowly whittle down their former varied interests into an unhealthy, overwhelming obsession with one particular subject.

Lack of variety

More than 500 hours of content is uploaded to YouTube every minute, which is over 80 years' worth of material every day. Algorithms, however, push people towards familiar faces and themes. If you notice that your child seems to be watching content from the same small number of accounts all the time, it's a sign that algorithms are exerting an influence and your child is no longer being served a varied diet of online content.

Changes in behaviour

In extreme cases, the content found in echo chambers can lead to radicalisation. Growing isolation, an unwillingness to discuss views, and increased anger and secretiveness after being online can all be indicators that a young person has been at least partly indoctrinated. Other warning signs include sudden hostility towards certain groups, drastic changes in appearance and expressing unusually controversial or divisive opinions.

Safety tips for Parents & Carers

Talk it through

If you become worried about the effect that online echo chambers might be having on a young person, the first step is to establish an open dialogue with them about what they're discussing online, and on which sites and platforms. Try to approach the conversation in a non-judgemental manner – explain that you trust them to make good decisions, but that doesn't stop you being concerned about them.

Adjust content settings

Investigate the settings of individual apps and sites to see if they can be tailored to limit the impact of echo chambers. Twitter's default setting, for example, is to show tweets it thinks a user will like first, rather than a chronological timeline. Likewise, YouTube automatically plays its next 'recommended' video (selected by an algorithm and based on what the user has watched in the past) unless you specifically tell it not to. Both of these settings can be adjusted.

Introduce time limits

If you become concerned about the amount of time that your child is spending on certain websites or social media platforms, you could talk to them about establishing some time limits. You can maintain these limits either through personal supervision, or by using the parental control options on their devices to either reduce access to sites or prevent it altogether.

Ask for expert help

It can be hard to know exactly when having an inflexible opinion on a topic crosses the line into extremist ideology. Should things become so serious that you're genuinely worried a young person is becoming radicalised online, then it may be best to seek additional help. Speak to the safeguarding lead at your child's school or contact a professional support organisation such as Childline or the NSPCC.

Meet Our Expert

Alan Martin has been writing about technology for a decade. In 2018, he joined Childline to help launch and establish *Apptu* – a site about tech and internet culture. He worked on over 1,800 articles and after starting out as Science Editor, he then became News Editor, Deputy Editor and finally Acting before he left in 2019 to go freelance.



SOURCES: <https://www.bellingcat.com/news/foreign/2018/10/11/memes-in-towers-75-far-right-activists-red-pilled/> | <https://theconversation.com/on-social-media-how-users-are-often-echo-propaganda-to-re-outr-memba-98-628> | <https://www.theguardian.com/technology/2018/dec/06/algorithmic-bubbles-how-social-media-creates-echo-chambers-for-radicalisation/> | <https://smallstepsonuk.com/the-far-right-threat/how-to-spot-signs-of-far-right-radicalisation/>



Parents First helps parents in Cheshire and Warrington to explore their aspirations, get job ready or find meaningful employment.

Our dedicated team supports parents with issues including debt, isolation, and low-level mental health.

Parents First supports parents of young children who take up the free childcare entitlement as well as those who have not yet engaged with those services.

What parents can gain from Parents First:

- › Leading more independent lives
- › Increased access to suitable affordable childcare support
- › Support from services in their local communities
- › Greater mental wellbeing and emotional resilience
- › Better support with parenting

For more information, please email:
parentsfirst@cheshireeast.gov.uk
or speak to a member of your local
Children's Centre staff.



European Union
European
Social Fund

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