

Newsletter 31 – Summer Term



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

This Week's Events

Date	School Events	International Events
Monday	Before school dodgeball club 3- 6 Yr. 1&2 Dodgeball	
Tuesday	Before school dodgeball club 3- 6 Yr. 3&4 Football Yr. 3-6 Sewing Yr. 3&4 Performing Arts Y5&6 Rounders Club	
Wednesday	Before school dodgeball club 3- 6	
Thursday	Before school dodgeball club 3- 6 Yr. 3-6 Dodgeball Yr. 3-6 Singing Yr. 1&2 Lunchtime Singing Y3&4 Rounders Club	
Friday	Y5&6 Football Club	
Advanced Notice:	Clubs finish on Friday 14 th July	
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

EYFS: Micky (RA), Hailey (RB)

KS1: Jacob (1A), Kiera (1B) Morayo (2A)

KS2: Gabi (3A), Roman (3B) Jayden (4B)

Nursery

This week we held our Nursery sports Day. It was fantastic to see all the children joining in and cheering on their peers. So many family members came to watch and it was lovely to celebrate this special event together.



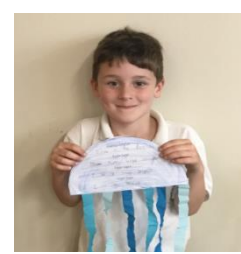
Reception

This week, the children have been learning about the famous footballer Marcus Rashford. We found out about what he does and how he helps people. We compared Marcus Rashford, a new player to Gordon Banks, an old player, discussing what is the same and what is different. We ended the week with a game of football on the all-weather pitch, learning the skills of the sport.



Year 1

This week, Year 1 have been continuing to learn about different groups of animals. They have looked at invertebrates and then wrote their own jellyfish poems. After that, they made a jellyfish to copy it onto.



Year 2

This week, Year 2 learnt about the Victorian cook Mrs Beeton. And the modern day cook, Mary Berry. We looked at how their books were similar and different and even got to try each of their recipes for ginger cake!



Year 3

This week we have been learning about shape. On Tuesday, we learnt about parallel and perpendicular lines. We joined together as a year group to play the game 'para' and 'perps'. We quickly learnt that perpendicular doesn't just mean touching and parallel doesn't just mean next to. This helped us become accurate in the game.



We were lucky to welcome the PCSOs in on Tuesday to talk about Anti-social behaviour.



Year 4

In P.S.H.E this week we have been learning about how to maintain a balanced lifestyle. We discussed the five elements that can help you lead a healthy lifestyle and created our own Be Active board games.

A balanced diet

Being Active

Sleeping well

Keeping stress to a minimum

Having fun!



We had a visit from the PCSOs in on Tuesday to talk about Anti-social behaviour.

Year 5

The children have enjoyed designing and making bird boxes. They considered how to make these environmentally friendly, sturdy and durable whilst able to fit into the natural environment. They enjoyed using the handsaws to cut their wooden poles and decorated their bird boxes using material, foliage and artificial leaves.



Year 6

Year 6 have had another fun-filled, busy week. It began with First Aid training where the children learnt how to carry out CPR as well as how to correctly bandage an injured limb. We were very lucky to have a visit from Tuca who is an emotional support dog. Finally, the children took part in a drama workshop where they learnt about how to deliver a formal presentation which is part of their STEM project.



Art News

Focus on Year 4

In year 4 we have been drawing flowers from observation, inspired by the artist Georgia O'Keeffe. We drew our linear outlines, then experimented with colour and shading to show the form of the flower.

Georgia O'Keeffe said, "When you take a flower in your hand, it's your world for that moment."



These amazing pieces were created by: James, Patryk, Finlay, Koby, Harrison, Helin, Aston, Isabella, Madison, George, Aurora and Alfie.

PE News

Year 4 Women's World Cup skills festival

On Tuesday we attended the FIFA Women's World Cup skills festival at the Soccer Centre lead by Crewe Alex community coaches. Nearly 70 girls from 6 schools took part in skill and games activities. Our girls had a fantastic afternoon!



Focus on!

British values




British Values

Mutual Respect

The Countryside Code helps us all to work together as a society, to do the right actions for both people and places.

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Protected Characteristics



Everybody should feel welcome in the countryside and other green spaces, no matter what age we are.

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UN Rights of a Child



The Countryside Code provides guidelines to help us protect and care for the countryside whilst we enjoy it to rest, relax or play. We all have the right to rest, relax and play.



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At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.

What Parents & Carers Need to Know about AI VIRTUAL FRIENDS

Artificial intelligence – particularly in terms of how it generates natural language – has seen significant development over the last six months, with companies releasing new AI-based software or adding an AI element to existing apps (such as Snapchat, for example). One form of AI to become especially popular has been the 'AI friend' or chatbot, as children eagerly experiment with these new-found computer-generated companions. There are now numerous apps available with this 'virtual friend' functionality, with the likelihood of it being added to other successful platforms soon.

WHAT ARE THE RISKS?

CONTENT AND ACCOUNTABILITY

AI chatbots may not always be able to recognise when content is age inappropriate or harmful and should be filtered out. So there's a possibility that children could be exposed to offensive language or explicit material while conversing with their virtual friend. The companies producing such AI solutions are also unlikely to take responsibility for any content that their algorithms generate.



UNINTENTIONAL BIAS

AI companions are only as reliable as the information they've been programmed with. The algorithms they use, therefore, may unintentionally promote bias, stereotypes or discriminatory behaviour (as many originate from the USA or the UK, for instance, they can display a distinctly western-centric worldview). This could lead to children developing skewed attitudes and behaviours.



REDUCED SOCIAL CONTACT

An excessive reliance on chatbots for social interaction could potentially cause a child to begin reducing the amount of face-to-face communication they have, leading to social isolation. If young people become dependent on chatbots to provide companionship, it could very likely hinder the development of their real-life social skills.



COGNITIVE LIMITATIONS

Although many are now undeniably advanced, AI-powered chatbots still have limitations in terms of understanding complex concepts, context and nuance. Depending heavily on chatbots to help with learning or solving problems may stunt the development of a child's own powers of critical thinking, creativity and ability to engage in open-ended discussions with other people.



LACK OF SENSITIVITY

Chatbot software isn't always sophisticated enough to pick up on subtle emotional cues or recognise signs of distress in children, as most humans would. It might therefore fail to respond appropriately. AI misinterpreting what it's being told or replying insensitively to a young user who's already struggling could potentially impact a child's emotional wellbeing or exacerbate any existing emotional issues.



PRIVACY CONCERNS

Chatbots typically collect data about users, including personal information and conversations. This is ostensibly to improve their performance as they gradually learn about our behaviour – but many experts are warning that there may be significant risks associated with how this information is stored and used (the possibility of potential breaches or misuse by third parties, for instance).



Advice for Parents & Carers

CHAT ABOUT CHATBOTS

If your child is already expressing an interest in AI apps, a relaxed, natural chat should help you to discover which ones they're aware of and how they're using them (or are planning to). Discuss these options with your child and perhaps do your own research to ensure you think they're suitable. Once you're totally happy, you could sit with your young one and begin exploring AI chatbots together.



CREATE A SAFE ENVIRONMENT

If your child is keen to engage with AI chatbots, encourage them to do so in a safe environment: ideally in a shared space at home, so you can easily keep an eye and ear on their progress. Set up appropriate content filtering measures in advance – and gently remind them that you'll be close by and ready to help with any questions or concerns that may arise.



FIND A BALANCE

Work alongside your child to establish the right balance in terms of how they might use AI-powered chatbots – and when it's appropriate. It's important to make sure that children are still getting plenty of opportunities to learn to solve problems for themselves, as well as building their interpersonal skills through face-to-face conversations with friends, family members and teachers.



TAKE CONTROL

As with any form of app or game, when it comes to AI chatbots we'd strongly recommend that you consider employing parental controls (either on the device being used or within the software itself) to manage which apps your child can download and use. This is particularly important for younger children, who may be more at risk of being upset or frightened by inappropriate content.



RECOGNISE THE RISKS

It's unlikely that most children will have even considered the potential risks attached to having a virtual companion. So it's probably wise to explain some of the possible hazards and challenges of AI chatbots to your child. In particular, emphasise that AI isn't a real person (however much it might sound like one) and may occasionally tell them something that isn't entirely impartial or accurate.



Meet Our Expert

A Certified Information Systems Security Professional (CISSP), Gary Henderson is the Director of IT at a large boarding school in the UK, having previously taught in schools and colleges in Britain and the Middle East. With a particular interest in digital citizenship and cyber security, he believes it is essential that we become more aware of the risks around technology, as well as the benefits.



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