



# The Oaklands Primary News



## May 2023

VISIT OUR WEBSITE

[www.oaklandsprimary.org.uk](http://www.oaklandsprimary.org.uk)



### Welcome to May's newsletter.

We have had an extremely busy and productive half term.

We want to say a HUGE WELL DONE to all our year 2 and year 6 pupils, who have had their SATs this month. We were proud of all their hard work, resilience and determination to do their best. Well done, you're all superstars!

### Term Dates

Summer 1 Term ends— Fri 26th May

Half Term holiday—school closed Mon 29th May—Fri 2nd June

Summer Term 2

INSET day—school closed to all pupils—Monday 5th June

School open for all pupils—Tuesday 6th June

INSET day—school closed to all pupils—Friday 30th June

Summer Term ends—Tuesday 25th July

Summer Holiday

Wednesday 6th September—School starts.  
More details will follow regarding Nursery and Reception start date and times.

### Sports Days 2023

Year 1 and 2—Monday 10th July (afternoon)

Year 3, 4,5 and 6—Tuesday 11th July (afternoon)

Reception—Wednesday 12th July (afternoon)

Nursery—Thursday 13th July (Morning and afternoon sessions)

### Important Dates

Mon 5th June	School Closed—INSET Day
Tues 6th June	All pupils back to school—Summer Term 2 starts
Tues 6th June	Year 2 and 3 Science Magician workshop at Yarnfield Primary School
Tues 6th June	Year 1 Workshop—Dinosaurs
Wed 7th June	Year 5 Workshop—Ancient Mayans
Week of 12th June	Year 4 Multiplication Check Tests and Year 1 Phonic Checks
Wed 14th June	Year 6 Royal Navy Workshop
Fri 16th June	Year 2 trip to Birmingham Hippodrome to see Winnie the Pooh (we are waiting for details)
Fri 16th June	Pyjamarama Day—info to follow on Class Dojo
Fri 30th June	INSET day—School closed to all pupils
Mon 3rd – Wed 5th July	Year 6 Residential
Tues 4th July	The choir performing at Heartlands Hospital
Wed 5th July	Whole school transition day—meet the new teacher day
Fri 7th July	Year 6 Computing workshop
Week of 10th July	Sports Days—see list in yellow box for specific dates. More information will be sent out after half term
Tues 11th July	Year 4 trip to Birmingham and the Sea Life Centre
Wed 12th July	Annual reports sent home 3.30—4.30pm
Wed 12th July	A chance to see your child's class teacher and also meet your child's new class teacher.
Wed 19th July	Year 6 performance to parents/carers (morning)
Wed 19th July	Summer Fayre
Thurs 20th July	Year 6 performance to parents/carers (afternoon)
Tues 25th July	Last day of summer term
Wed 26th July	Summer Holidays start

As a school, we are proud of our extra-curricular activities and we are always seeking new and exciting clubs after school. Watch this space for more clubs in the summer term.

Next half term, we are offering:

Year 1— Multi-sports

Year 2— Drama

Year 3, 4, 5 and 6—Choir

Year 3— Football

Year 4— Football

Year 5 and 6—Basketball



We are so proud of our Play Leaders and the work they do to support, encourage and inspire our children on the playgrounds.

Here is a photo of some of our Play Leaders, with them wearing their new jackets.



# Our School Values



The value of the month for May is **Trust**

The value of the month for June is **Cooperation**

The value of the month for April is **Courage**





# 20 day challenge



Wednesday 28th June—Tuesday 25th July 2023

Be in school every day for 20 days to be put into the raffle to win one of 4 vouchers.



4 vouchers to be won!



## Attendance update

It's great to see everyone working so hard to achieve or beat our 96% target. We can only do this if we all work together!

Our whole school attendance for this term so far is:

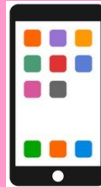
93%

Our whole school attendance for the year to date is:

92%

## Attendance Texts

After half term, all Summit Learning primary schools will be introducing a weekly text for families of children whose attendance is being monitored.



The short text will go out on a Friday afternoon and will let you know if your child's attendance for the year is not where it should be, as well as if your child's attendance for the term (e.g. autumn, spring, summer) remains a concern, or whether we can see improvement.

The text is designed to keep families up to date with their child's attendance and has worked well in other Trust schools.

Thank you for your continued support with improving attendance at school.

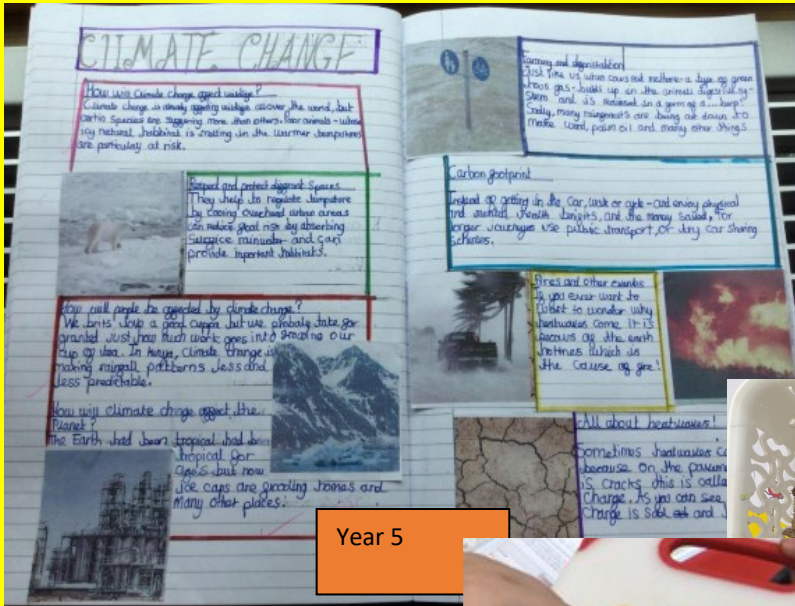
## Class attendance

(This term so far)

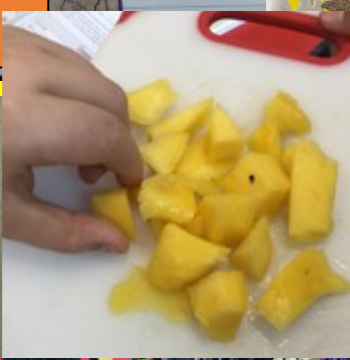
Nursery	92%
Rec Wrens	90%
Rec Robins	91%
Year 1 Puffins	93%
Year 1 Swallows	91%
Year 2 Swans	92%
Year 2 Owls	95%
Year 3 Herons	95%
Year 3 Kingfishers	93%
Year 4 Harriers	92%
Year 4 Buzzards	93%
Year 5 Falcons	94%
Year 5 Hawks	94%
Year 5 Kites	94%
Year 6 Eagles	95%
Year 6 Osprey	95%

# Attendance Ladder





Year 5

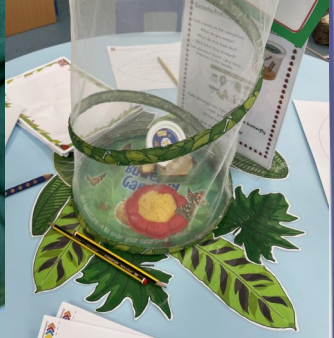


**May 2023**  
**Author of the Month**


Name: Helen Beatrix Potter  
Born: 28th July 1866, England  
Helen Beatrix Potter was an English writer, illustrator and conservationist. She wrote around 30 books and is famous for using animal characters within her stories.

**Some of her books:**

- THE TALE OF PETER RABBIT
- APPLE DAPPLE'S NURSERY RHYMES
- THE TALE OF JEMIMA PUDDLE DOCK
- THE TALE OF MR TOD

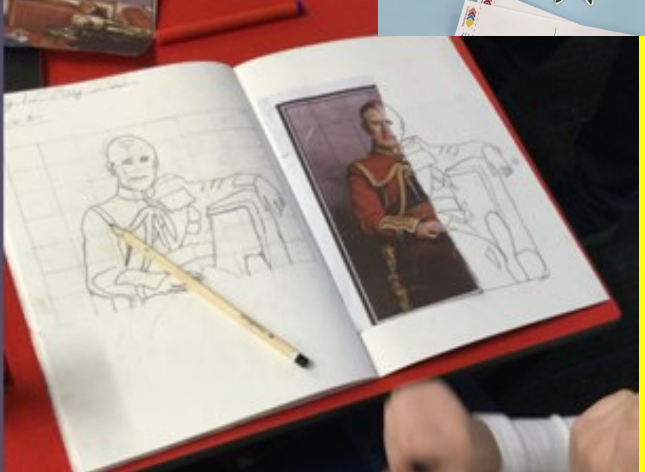


**L.O. To write sentences about King Charles III**



The king lives in London  
With the queen they have 5 kids  
King Charles has got to 5 kids  
Princess William and Princess Mary  
He can fly a helicopter and  
he likes to say

Reception



## Nursery

This half term the children have had so much fun learning all about weather (in particular puddles and rainbows). We have learnt the song 'I can sing a rainbow' in sign language, been very creative using different material and objects to make rainbows and we even taped felt tip pens to toy cars to draw a rainbow! We have also been experimenting with colour mixing to paint a rainbow in the correct order and done an experiment using skittles and warm water where the we predicted what will happen "I think the colours are going to melt to make a rainbow". The flowers we planted in the Autumn term have finally started to blossom. The children have been very caring towards them by watering them every day to make sure they stay hydrated in the sun!

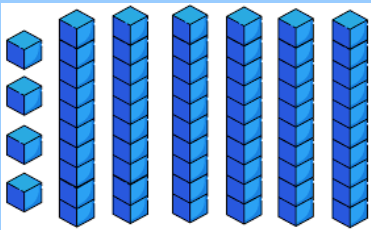


## Reception

Reception have been thoroughly enjoying our new Project Creep, Crawl and Wriggle. We are so lucky to have had visitors from Zoolab, who shared some creepy, crawly minibeasts for us to meet, including: a snake, a cockroach and a millipede. How exciting! The children have looked closely at the lifecycle of many different minibeasts including their new class pets Cookie and Bob Nut the Giant African Land Snails. Additionally, we have been observing changes when watching our caterpillars build their cocoons and our stick insects hatch from their eggs. In writing, the children have written their very own comic strips based upon the story The Very Hungry Caterpillar by Eric Carle, watch this space as they will be bringing home a copy very soon!

## Year 1

Year 1 have made a great start to the summer term. We have all particularly enjoyed making pictures with the base 10 blocks in maths and then using our place value knowledge to evaluate our picture.

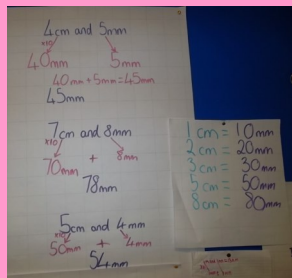
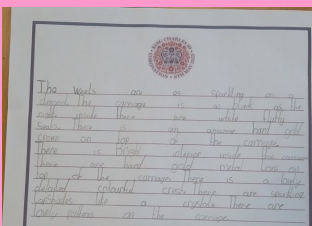


## Year 2

This half term, our project is 'The Scented Garden'. We have become scientists who studied and investigated plants. We completed an experiment to discover what plants need to survive, comparing this to the needs of an animal. We have been enjoying working with The Birmingham Hippodrome and participating within weekly theatrical lessons. We have been working towards writing our own adventure stories. We have been learning how to build tension and create excitement within our writing. During our Maths lessons we have been exploring money and the value of coins/notes. We are so proud of the children in Year 2 for their hard work in the SATs—You are all superstars! Well done!

## Year 3

The children in Year 3 have been very busy, learning how to convert units of measure, as well as creating some amazing descriptions of the State Carriage for the that was used at the Coronation! A huge congratulations to both classes, too, for their wonderful progress in swimming this half term!



## Year 4

We have been exploring literacy in a different way this half term and it has resulted in some fantastic writing across Year 4.



We have used our Now Press Play headsets to explore a Viking Adventure and we have been persuading the class to climb aboard a Viking longboat and raid Britain for all the treasure and find somewhere new to settle and farm! We can't wait to see even more fantastic writing next half term!

## Year 5

We are working hard in Year 5 - in maths this term, we have been calculating fractions and in writing we are getting to write a letter to King Charles III raising concerns and awareness about climate change. This has links with our geography unit, where we are learning about the world we live in and how we can help save our planet from concepts, such as global warming, rising sea levels and carbon footprints. We even got to create our own renewable energy source – A Solar Powered Pizza Oven!



## Year 6

Well done Year 6! We are all so incredibly proud of our Year 6 children. They have worked hard during this half term which ended with them taking their SATs tests. The children all tried their very best working hard to complete the Reading, Maths and Spelling and Punctuation papers. Their hard work carries on with them continuing with writing activities to make sure that our children are 'Secondary Ready'.

Thank you to all our parents and carers who have supported their children and made sure that they have been in school every day – well done!



We are so excited that the warm weather is finally here!

Please make sure you all stay safe in the sun this half term.

Next half term, please make sure:

You apply sun cream to your child before they come to school

Your child brings a full bottle of water to school every day



✓ **COVER UP**  
Wear clothing that covers your skin.

✓ **APPLY SUNSCREEN**  
SPF 30 or higher, 20 minutes before sun exposure. Reapply every 2 hours.

✓ **WEAR A HAT & SUNGLASSES**  
Broad-brimmed hats provide better protection and make sure your sunglasses block both UVA and UVB rays.

✓ **SEEK SHADE**  
Reduce UV radiation by taking shelter under a tree, umbrella or another shady spot.

## NUTRITION TIPS



**STAY HYDRATED**  
*Drink plenty of*  
**WATER**



**#HEALTHYATHOME**



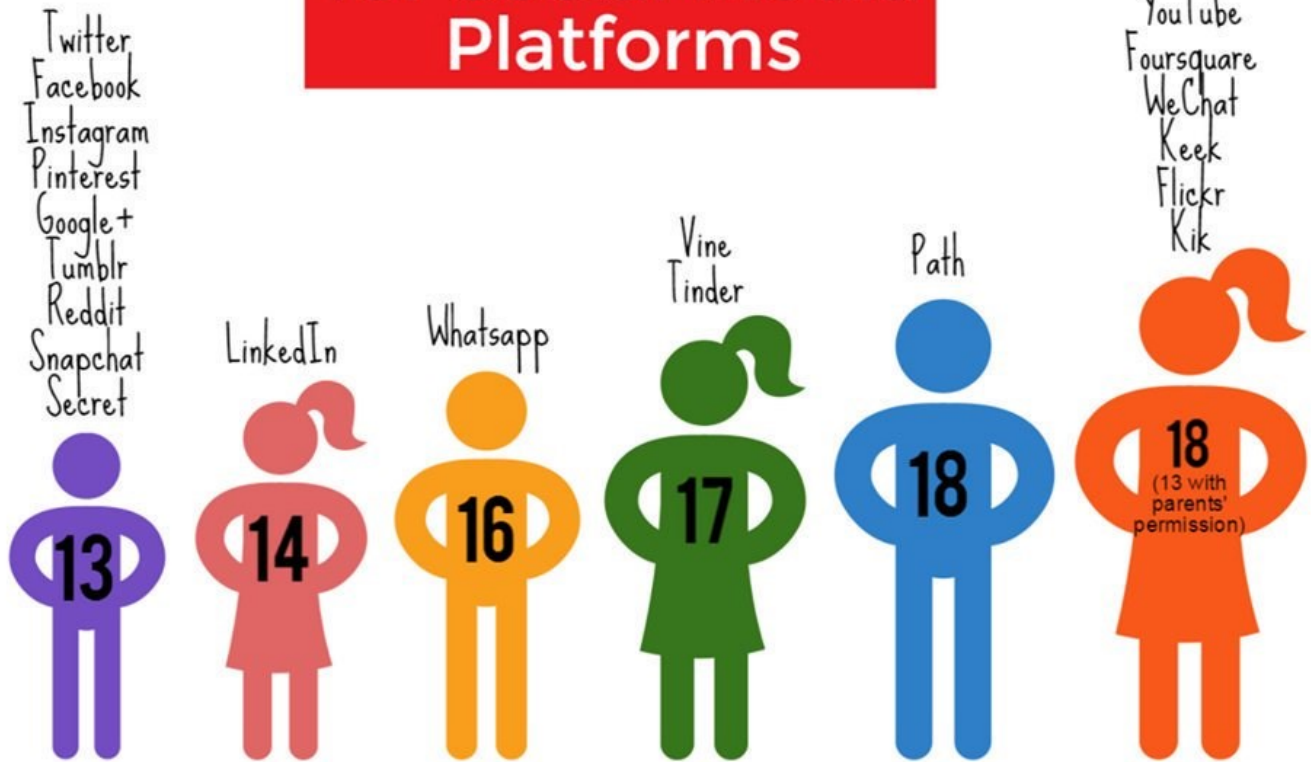
# Online Safety

We are getting increasing reports of children using social media apps that have an age restriction of 13year plus.

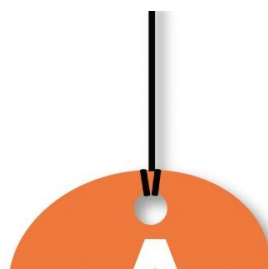
Please support your children and us in monitoring their online activity at home and speaking to them about the dangers of online social media.

action for children

## Age Restrictions for Social Media Platforms



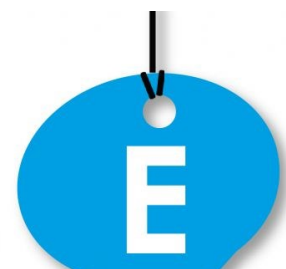
**Speak** to somebody if you need help



**Ask** an adult before going online



**Friends** are real people we know



**Enjoy** play, have fun and stay safe

# What Parents & Carers Need to Know about

# SNAPCHAT

AGE RESTRICTION  
**13+**



Snapchat is an instant messaging app which allows users to send images, videos and texts to people in their friends list. One of Snapchat's unique features is that pictures and messages 'disappear' 24 hours after they've been viewed; however, this content isn't as temporary as many believe - with some users saving screenshots or using another device to take a photo of their screen. This year, Snapchat added 'My AI': a customisable chatbot with which people can chat and share secrets, as well as asking for advice and suggestions of places to visit.

## CONNECTING WITH STRANGERS

Even if your child only connects with people they know, they may still get friend requests from strangers. The Quick Add option lets users befriend people the app recommends - but these 'friends' are merely a username, which could have anyone behind it. Accepting such requests reveals children's personal information through the Story, SnapMap and Spotlight features, potentially putting them at risk from predators.

## EXCESSIVE USE

Snapchat works hard on user engagement, with features like streaks (messaging the same person every day to build up a high score). Spotlight Challenges tempt users into spending time producing content in search of cash prizes and online fame, while it's easy for children to pass hours watching Spotlight's endless scroll of videos.

## INAPPROPRIATE CONTENT

Some videos and posts on Snapchat aren't suitable for children. The hashtags used to group content are determined by the poster, so even an innocent search term could still yield age-inappropriate results. The app's 'disappearing messages' feature also makes it easy for young people (teens in particular) to share explicit images on impulse - so sexting continues to be a risk associated with Snapchat.

## ARTIFICIAL INTELLIGENCE

My AI is Snapchat's new chatbot, which replies to questions in a human-like manner. However, the software is still in its infancy and has significant drawbacks, such as biased, incorrect or misleading responses. There have already been numerous reports of young users turning to AI for medical help and diagnoses, which could be inaccurate and therefore potentially dangerous.

## ONLINE PRESSURES

Although many of Snapchat's filters are designed to entertain or amuse, the 'beautify' effects on photos can set unrealistic body-image expectations - creating feelings of inadequacy if a young person compares themselves unfavourably with other users. Snapchat now also has 'priority' notifications (which still get displayed even if a device is in 'do not disturb' mode), increasing the pressure on users to log back in and interact.

## VISIBLE LOCATION

Snap Map highlights a device's exact position on a virtual map which is visible to other users. There are options to restrict who can see this information: all friends, only you (Ghost Mode) or selected friends. Snapchat also has real-time location sharing, which is intended as a buddy system to ensure friends have reached home safely - but which could also be used to track a young person for more sinister reasons.



## 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 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

In 2021, Snapchat rolled out a new safety feature: users can now receive notifications reminding them of the importance of maintaining connections with people they actually know well, as opposed to strangers. This 'Friend Check Up' encourages users to delete connections with users that they rarely communicate with, to maintain their online safety and privacy.



### DISCUSS AI

Although My AI's responses can often give the impression that it's a real person, it's essential that young people remember this certainly isn't the case. Encourage your child to think critically about My AI's replies to their questions: are they accurate and reliable? Remind them that My AI shouldn't replace chatting with their real friends, and that it's always better to talk to an actual person in relation to medical matters.



### CHAT ABOUT CONTENT

It may feel like an awkward conversation (and one that young people can be reluctant to have) but it's important to talk openly and non-judgementally about sexting. Remind your child that once something's online, the creator loses control over where it ends up - and who else sees it. Likewise, it's vital that children understand that some challenges which become popular on the platform may have potentially harmful consequences.



### KEEP ACCOUNTS PRIVATE

Profiles are private by default, but children may make them public to gain more followers. Snap Stories are visible to everyone your child adds, unless they change the settings. On SnapMaps, their location is visible unless Ghost Mode is enabled (again via settings). It's safest not to add people your child doesn't know in real life - especially since the addition of My Places, which allows other Snapchat users to see where your child regularly visits and checks in.



### 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 sexual images to them, your child can select the three dots on that person's profile and report or block them. There are options to state why they're reporting that user (annoying or malicious messages, spam, or masquerading as someone else, for example).



### 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 carried out research for the Australian government comparing internet use and sexting behaviour of young people in the UK, USA and Australia.



**NOS** National Online Safety®  
#WakeUpWednesday

Sources: <https://help.snapchat.com/hc/en-gb/articles/326576034892-What-is-My-AI-on-Snapchat-and-how-does-it-work> | <https://www.snap.com/en-GB/help/faq/learn-more-about-snapchat-and-new-safety-enhancements> | <https://www.nos.gov.uk/2022/04/16/snapchat-its-location-sharing-challenge/> | <https://help.snapchat.com/hc/en-gb/articles/320024048644>



# What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so entrals young people, but we can still help children to be aware of their mental wellness: recognising when something isn't OK... and knowing what to do about content that upsets them.

## 1. UNDERSTAND THE ALGORITHM

Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that can cause harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.

## 2. AVOID THE MAIN FEEDS

Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.

## 3. DISCUSS WHAT THEY'VE SEEN

Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds: if alarm bells ring, it could be time for a more in-depth talk or to seek support.

## 4. LEARN HOW TO HIDE CONTENT

If your child stumbles across unsuitable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.

## 5. SET DAILY LIMITS

Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces: involving your child in creating this agreement makes them more likely to stick to it.

## 6. MONITOR THEIR ACTIVITY

Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.

## 7. TURN OFF PUSH NOTIFICATIONS

Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.

## 8. USE DEVICES TOGETHER

Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area at home a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.

## 9. ENCOURAGE OTHER ACTIVITIES

Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can cause us to sacrifice other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.

## 10. TALK ABOUT PEER PRESSURE

Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

## Meet Our Expert

Shazia Sarwar-Azim is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a Fellow of the Chartered College of Teaching and the author of *The Rainbow Within*, a book which supports children with SEMH needs.



Source: <https://www.bbc.com/news/health-52024895>  
<https://www.nos.com/health/social-media-08-01-22/>



[www.nationalonlinesafety.com](http://www.nationalonlinesafety.com)



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