



**Newsletter**  
Date: 8.7.24

**Reminder:**  
We break up for the summer holiday on Friday 19<sup>th</sup> July at 2pm.  
Please remember there is no after-school club on that day.  
School re-opens to pupils on Wednesday 4<sup>th</sup> September.

The day the aliens came...

On Thursday 4<sup>th</sup> July all the children had a great team-building day working on their Skills Builder challenge. All the classes were tasked with investigating an alien crash-landing site on our school field. In Year 1, the children were fascinated and truly believed that aliens had landed on our field. They enjoyed showing teamwork and problem solving to collect clues and then showed their creative side when drawing what they thought the alien might look like.

In Year 2 The children all enjoyed working together in groups to select and present important information about planet Earth. They loved exploring the landing site and creating pictures imagining what the aliens looked like. They had a fun day working together.

In Y4 the children worked together as a super team to problem solve and find out more about the alien crash-landing site on the school field and the children really impressed their teachers with their speaking and listening skills as they confidently shared their presentations about Earth to their class. Year 5 children showed fantastic speaking and listening skills too when presenting about the wonderful creatures, food, countries and experiences that Earth has to offer. They also demonstrated great empathy when writing 'positive tweets' to the aliens, welcoming them to Earth.



**Attendance**

Week beginning 24.06.24

Class	%	Class	%	Class	%
RDS	92.67	2B	91.15	5H	97.00
RP	97.24	3F	98.33	5K	96.21
1J	91.92	3B	92.00	5A	95.67
1W	94.00	3FG	96.77	6DS	92.33
1D	98.00	4R	95.38	6W	96.21
2N	92.31	4P	96.40	6GW	96.67
2H	93.20	4JP	98.85	BASE	92.50

**Attendance**

Week beginning 01.07.24

Class	%	Class	%	Class	%
RP	94.14	2B	93.85	5H	96.55
RDS	96.33	3F	95.33	5K	94.64
1J	95.38	3B	97.33	5A	90.34
1W	96.00	3FG	95.13	6DS	91.00
1D	98.39	4R	100	6W	92.76
2N	97.69	4P	99.20	6GW	96.30
2H	91.60	4JP	96.92	BASE	78.75

## TTRockstars

Part of the maths curriculum is for children to learn their times tables up to 12x12, and to be able to recall these rapidly from memory. TTRS supports children with learning and revising the tables in a fun, game-style way. You can access this app through the internet at <https://play.ttrockstars.com> or by downloading the Times Tables Rock Stars app from your app store. Children in Y3-Y6 have a personal login and password to access this great resource.

3 minutes 3 to 4 times a week will really help support your child with learning their times tables. We can't wait to see who will become a Times Table Rock Star!



Author Visit for Y4, Y5 and Y6 pupils

On Wednesday 3<sup>rd</sup> July Justin Somper visited Gig Mill to meet the children in Y4,5 and 6. He shared with us exciting details about his book 'Pirate Academy- New Kid on the Deck.'

The children had an opportunity to ask questions and find out about the writing process that Justin goes through when he is planning and writing his books.

We now have some signed copies of his book in our KS2 library for all the children to enjoy.

## Gig Mill Mini-Market success!

Well done to all the mini-market groups who held their sale on Monday. There was a great range of items on sale and all the teams worked really hard putting their stalls together.

In total the stalls raised an incredible £807.03 which will be split between the nominated charity- Black Country Food Bank and school- towards the purchase of more computer devices.

Over 100 pupils were involved with 32 different stalls. All the children across the school had a chance to visit and see the different items for sale. Thank you for supporting our first mini market event.



**With the warmer weather, please check your child has a sun hat, sun cream and their water bottle in school each day.**

## Values Award Winner FRIENDSHIP

Week ending: 28.06.24

Class		Class		Class	
1D	Alfie	3B	Cody	5A	Lily
1J	Layton	3F	Winnie	5H	Alexis
1W	Riley	3FG	Mason	5K	Athena
2B	Harley	4JP	Thea	6DS	Charlie
2H	Georgina	4P	Ava	6GW	Jonah
2N	Jasmine	4R	Thea	6W	Alice
				BASE	Callum

## Values Award Winner CARING

Week ending: 05.07.24

Class		Class		Class	
1D	Penelope	3B	Jasmine	5A	Stefan
1J	Arthur	3F	Jake	5H	Harry
1W	Wylder	3FG	Charlie	5K	Joshua
2B	Skylar	4JP	Caitlin	6DS	Harriet
2H	Millie-Rae	4P	Alex	6GW	McCartney
2N	Cillian	4R	Seth	6W	Esme
				BASE	Arran

# TAKEHOME



## What does it take to be an Olympian or Paralympian?



UKA / Picture News/Photo Shutterstock

This is an interesting news story that you might like to discuss further at home with your child. Look at the 'things to talk about at home' section. An interesting question to talk about as a family- "What does it take to be an Olympian or Paralympian?"

## In the news this week

This summer, the 2024 Olympics, held in Paris, will run from 26<sup>th</sup> July to 11<sup>th</sup> August, and the Paralympics will take place from 28<sup>th</sup> August to 8<sup>th</sup> September. The Games will see the world's greatest athletes come together in France's capital city to compete for their place at the top of the podium. For many athletes, these Games are the peak of their sport, with a gold medal as the highest accolade. The competitors are likely to have spent months and years training for numerous hours per day to prepare.

### Things to talk about at home ...

- > Share your knowledge of the upcoming 2024 Olympic and Paralympic Games. Ask someone at home to share their experience with you.
- > Will you be watching any of the events? Which sports do you find most interesting and why?

Please note any interesting thoughts or comments

Share your thoughts and read the opinions of others

[www.picture-news.co.uk/discuss](http://www.picture-news.co.uk/discuss)



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. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit [nationalcollege.com](http://nationalcollege.com).

## What Parents & Educators Need to Know about

# ▶ YOUTUBE ▶

### WHAT ARE THE RISKS?

Almost anyone with an internet connection knows YouTube. The Google-owned site lets anyone upload videos to be shared around the world, and as a result, it's an incredible resource with instant free access to material covering every conceivable topic. But with over 500 hours of video uploaded every minute, not all of it will be appropriate for young eyes.

### INAPPROPRIATE CONTENT

YouTube is free and can be accessed via numerous devices, even without creating a YouTube account. Some content is flagged as 'age-restricted' (requiring the user to be logged into an account with a verified age of 18), but children can still view some mildly inappropriate content. This can include profanity and violence, which some young users may find upsetting.

### CONNECT WITH STRANGERS

YouTube recommends videos related to what the user has previously watched on their account, aiming to provide content that will interest them. This is intended to be helpful but it can also lead to binge-watching and screen addiction – especially if 'auto-play' is active. Users without an account are shown popular videos from the last 24 hours, which might not always be suitable for children.

### RADICALISATION

YouTube's algorithm tends to promote content that's getting the most traffic – a lot of which can be quite extreme. This can be fine for harmless topics, but YouTube isn't regulated like television, and that means that conspiracy theories, fake news and hateful ideologies can occasionally surface to warp impressionable minds all too easily. Remember – the more they watch, the more they'll be recommended.

### CONNECTING WITH STRANGERS

YouTube is a social media platform which allows people to interact with other (usually unknown) users. Account holders can leave comments on any video they have access to, as well as message other users directly. Connecting with strangers online can potentially lead to children being exposed to adult language, cyberbullying and – in the worst cases – online predators. If a child is creating content themselves, this can increase the likelihood of them becoming a target.

### TRENDS AND CHALLENGES

YouTube is teeming with trends and challenges, some of which are fun to watch and join in with. Children often find these immensely entertaining and might want to try them out. Most challenges tend to be safe, but many others may cause physical or emotional harm children who watch or copy them. The painful 'salt and ice challenge' – where people use these two ingredients to burn their skin – is just one of many examples.

### SNEAKY SCAMMERS

The comments sections of popular content creators regularly have scammers posing as that influencer, attempting to lure users into clicking on their phishing links. Scammers impersonate YouTube users by adopting their names and profile images, and often offer cash gifts or 'get rich quick' schemes. Children may not realise that these users aren't who they claim to be.

## Advice for Parents & Educators

### APPLY RESTRICTED MODE

For older children, Restricted Mode is an optional setting that prevents YouTube from showing inappropriate material (such as drug and alcohol abuse, graphic violence, and sexual content) to underage viewers. To prevent children from changing across age-inappropriate content on the platform, we would recommend enabling Restricted Mode on each device that they use to access YouTube. It's worth also turning the auto-play feature off, to prevent YouTube's algorithm automatically recommending something inappropriate.



### TRY GOOGLE FAMILY

Creating a Google Family account allows parents and carers to monitor what their child is watching, uploading, and sharing with other users. It will also display their recently watched videos, searches, and recommended videos. In general, a Google Family account gives a parent or carer oversight of how their child uses sites like YouTube and helps to ensure that they are only accessing appropriate content.



### MONITOR ENGAGEMENT

YouTube is the online viewing platform of choice for billions of people, many of them under 18. Younger children will watch different content to older ones, of course. You may want to keep an eye on how children interact with this material – and, if applicable, with content creators – to understand what they're interested in. Remember that creators often share content outside of YouTube, so don't ignore their web presence elsewhere!



### CONSIDER YOUTUBE KIDS

It's possible to sidestep most inappropriate content completely via Google's own YouTube Kids app for Android handsets and iPhone. This lets you filter content by 'preschool' (4 and under), 'younger' (ages 5 to 9) and 'older' (ages 9 to 12). This isn't a perfect substitute for personal supervision, as the app's filtering system is automated, and Google can't manually review all videos.

### CHECK PRIVACY SETTINGS

YouTube gives users the option of uploading videos as 'private' or 'unlisted' – so they could be shared exclusively with family and friends, for example. Comments on videos can also be disabled and channels that a child is subscribed to can be hidden. If the child is only uploading videos set as 'private', they are far less likely to receive direct messages from strangers.



### LIMIT SPENDING

Although YouTube is free, it does offer some in-app purchases. For example, users can rent and buy TV shows and movies to watch. If you like to avoid children purchasing content online, limit their access to online payment methods. Many parents have discovered the hard way that a child happily consuming a paid-for series quickly leads to an unexpected bill!



### Meet Our Expert

Alan Martin is an experienced technology journalist who has written for the likes of Wired, TechRadar, Tom's Guide, The Evening Standard and The New Statesman.

