

# NEWSLETTER

FRIDAY 13TH FEBRUARY 2026



Preparation for life's journey

*Dear Families,*

*We have had such a busy half-term! The pupils have continued to wow me with their fantastic attitudes and their determination to 'Aim High' so that they have a chance to get into the raffle. This has been so successful and I'm really proud of them all.*

*Today our school council have been busy looking at the outdoor equipment they want to order for playtimes. Thanks to your generous donations today, they now have around £300 to spend which they are very excited about!*

*I have updated our dates for the year and attached them with this newsletter. We have added World Book Day, Red Nose Day for Comic Relief and Parent/Carer meetings to next half-term's agenda. Appointment times will be available in the first week back.*

*Have a brilliant half-term,*

*Faye Herron and the Gresham Village School & Nursery Team*

## MOBILE PHONES

It has been brought to our attention that some of our older children have been added into group chats via WhatsApp where they have then been exposed to some inappropriate and derogatory language by pupils at other schools. We would encourage all families to regularly check their child's phone and in particular their settings on social media. On WhatsApp, you can go into **Settings, Privacy** and then **Groups** and change the answer to the question 'Who can add me to groups' from the default **Everyone** to **My contacts**. You can also choose **My contacts except** and then go through your child's contact list to stop other children from adding them into groups.

We have been encouraging our children to report any online abuse to a trusted adult and to then block any unwanted contacts.

As a reminder, phones **should not** be brought into school unless there are extenuating circumstances. In these instances, they must be handed into the school office at the beginning of every day.

# WHAT HAS BEEN HAPPENING IN...



## PUFFINS?

In Puffins Class, we have been working incredibly hard over the past two weeks and have lots to be proud of. In English, we have finished our class text, *Grandpa's Gift*. The children created their own characters and wrote their own stories inspired by the book. We took our time with this unit, focusing on developing ideas and improving our writing, and the results have been fantastic. In Maths, we have continued our unit on addition and subtraction. To strengthen our understanding, we revisited adding and subtracting 1-digit and 2-digit numbers, with some children even challenging themselves to work with 3-digit numbers. In Science, we have completed our topic on *Materials* and will now be moving on to *Plant Survival*. So far, we have explored different plants and identified their parts. In Geography, we have finished our unit on Coastlines. The children thoroughly enjoyed this topic, especially our final lesson, where we listened to sea shanties and even tried to learn a few! In R.E., we have begun learning about Buddhism. We have explored who the Buddha was and how he became enlightened. In Computing, the children have been loving our programming lessons. The children particularly enjoyed using the microphone tool to record their own sounds for the sprites. In PSHE, we have continued exploring the Zones of Regulation. We focused on calming strategies linked to breathing techniques, including 6-Side Breathing, Lazy 8 Breathing, and a five-step sensory-based calming sequence.



## STARLINGS?

Starlings have had an excellent two weeks! They have been amazing role models for the rest of the school and our supply teachers this week have both commented on what a lovely and helpful class they are. Well done Starlings!

In English, they have been looking at the book 'Grandpa's Gift' and have started to plan their own version of the story. We have also looked at writing some exciting expanded noun phrases based on a picture. Their descriptive language was so impressive!

In Maths, they have continued to practise their times tables with many children showing their confidence at recalling their 2, 3, 5 and 10 times tables.

In Geography we have continued to learn about Earthquakes and Volcanoes. In particular, the gour main types of volcano and what happens during an explosive eruption. They have wowed us with the key knowledge they have retained!

# WHAT HAS BEEN HAPPENING IN...



## SKYLARKS?

This week we have been working incredibly hard in maths, practising the formal written method of multiplication. Everyone practised the expanded method (the one with the brackets) and a few children pushed themselves to have a go at the compact method (short multiplication), which they will officially get taught in Y5/6. After half-term we will be learning division then fractions.

In writing we have been writing our final piece, a story set in the stone age, focusing on fronted adverbials, description, perfect punctuation and using direct speech. After half term we will be starting a new story.

In science, the children consolidated their understanding of states of matter with an assessment. They all did brilliantly! After half-term, science will be learning about electricity.

We finished our geography unit by learning about the water cycle. After half-term, we will be doing art and RE.



## GOLDFINCHES?

Dear Parents,

As usual, Goldfinches have been a delight to teach this half term. We have finished our Religious Education unit on Ramadan meaning we can start our new art unit straight after the break. We will be looking at mixed media using paper crafts, papermaking and collage techniques. If you have any paper from magazines etc and fabric that you could spare, we would be very grateful for donations. We will also be doing some food tech where we will focus on the meaning and benefits of seasonal eating by making soups. I will send more detail about this after half term. The children have written fantastic Chinese myths this week. We will be finishing them off and editing before we break up and starting our non-fiction unit where the children will write a biography about the astronaut, Chris Hadfield. Have a lovely break Goldfinches!

## WHAT HAS BEEN HAPPENING IN...



### KESTRELS?

Kestrels have continued their learning with thoughtful discussion and great curiosity as our 'Frozen Kingdoms' topic has developed further. Over the past two weeks, we have been exploring Antarctic tourism, carefully weighing up the pros and cons. The children considered the incredible and unique experiences available to visitors, alongside the potential impact on the fragile environment and wildlife. This led to some excellent debates about whether tourism in Antarctica should be more tightly regulated and, if so, who should be responsible for overseeing this. In History, we have examined two famous polar tragedies: the ill-fated expedition of Captain Robert Falcon Scott and his team in the race to the South Pole, and the sinking of the RMS Titanic after striking an iceberg in the icy waters of the North Atlantic. The children were particularly engaged in learning about the individuals involved and enjoyed investigating where responsibility might lie in each case. We have also continued to make the most of our Forest School sessions, embracing the changing season. With snowdrops beginning to appear across the woodland floor, there are hopeful signs that spring is just around the corner.

## WORLD BOOK DAY

WORLD  
**BOOK  
DAY**

5 MARCH 2026

**Get your outfits ready, we are celebrating World Book Day at Gresham Village School and Nursery!**

**Please dress up as a book character and bring your favourite book in to share.**

**There will be prizes for the best costumes!**

# 10 Top Tips for Parents and Educators

## SUPPORTING SAFE USE OF AI

Artificial Intelligence (AI) is increasingly woven into young people's digital lives. It can offer some educational benefits and day-to-day assistance; however, it also raises concerns about misinformation, privacy, fairness, and safety. This guide provides parents and educators with practical strategies to support young people to navigate AI tools responsibly, and to use them safely and with discernment.

### 1 DEMYSTIFY WHAT AI REALLY IS

Children encounter AI in most online places, including games, streaming platforms, and school tools. Explain that AI uses patterns from past data to make decisions, but it doesn't think or feel like humans. Use age-appropriate examples, like how recommendations on YouTube or Netflix work, to build understanding and prevent false beliefs about AI being all-knowing or alive.

### 2 TALK ABOUT RISKS OF MISINFORMATION

AI can create convincing false information, including deepfake videos, photos, and fake 'facts'. Encourage children to think critically about what they see and read. Teach them to double-check information using reliable sources, to look at images and videos carefully, and to ask an adult if something doesn't seem right.

### 3 DISCUSS DATA AND PRIVACY

Explain that AI systems learn by analysing lots of data, sometimes including personal information. Help young people to be mindful of what they share online and why protecting personal data matters. Model good habits like reading app permissions together or reviewing what's collected by voice assistants like Alexa or Siri.

### 4 ENCOURAGE CREATIVE USE OF AI

Support children, when using AI tools, to explore ideas, make art, or build projects. This fosters confidence, imagination, and independent thinking. When children use AI creatively, rather than just passively consuming it, they are more likely to stay engaged and make thoughtful choices.

### 5 USE AGE-APPROPRIATE AI TOOLS

Not all AI platforms are suitable for children. Choose tools designed for education or creativity, with clear safety policies. Review terms of use and privacy settings, and help children use them in age-appropriate ways. For example, some chatbot tools mimic conversation but should only be used with guidance and boundaries in place.

### 6 USE AI TOGETHER

Exploring AI tools together can help adults understand how they work and spot potential issues. Try co-writing a story with an AI writing assistant or experimenting with an AI art tool. This encourages curiosity, helps you stay informed about the latest AI tools, and allows you to reinforce safe and respectful use while modelling critical thinking.

### 7 SET BOUNDARIES FOR AI USE

Establish when, where, and how AI tools can be used, just as you would with any digital technology. For example, you might agree not to use AI tools to complete school assignments without permission, or to avoid unsupervised use of voice assistants. Consistent boundaries help manage overuse and misuse.

### 8 WATCH FOR OVERRELIANCE

Some AI tools, like homework help apps, may be tempting shortcuts. Encourage children to use AI to support their thinking, not replace it. Celebrate effort and process over perfect answers. Reinforce that mistakes are part of learning and that relying too heavily on AI can limit real understanding.

### 9 TEACH DIGITAL ETHICS AND LITERACY

Help children explore how AI works, where it might be biased, and why ethical thinking matters. Building digital literacy alongside ethical awareness ensures children engage with AI critically, not just conveniently. Help young people to understand that not all people use AI for legitimate purposes; some use it for malicious reasons. Encourage questions about fairness, representation, and who benefits from certain tools; talk about algorithms, echo chambers, and the impact of automation on daily life.

### 10 STAY CURIOUS AND INVOLVED

AI is developing rapidly, and staying informed helps you support the young people in your care. Follow trusted sources for updates and keep the conversation going. If a child brings up a new AI trend or tool, take the opportunity to learn about it together. Showing interest builds trust and strengthens digital resilience.

## Meet Our Expert

Home to the world's largest CPD library for educators, The National College has transformed the way education establishments go about developing their workforces and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of improvement.

#WakeUpWednesday

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