

NEWSLETTER

FRIDAY 27TH MARCH 2026



Preparation for life's journey

Dear Families,

It's hard to believe we have already reached the end of another term! Although this one has been a little shorter, we have certainly managed to fit a great deal in. A huge well done to our staff and pupils for all of their hard work and enthusiasm throughout.

It was wonderful to see so many of you at our recent Parent/Carer meetings last week, as well as at this week's Celebration Assemblies. We hope you enjoyed looking through your child's work and hearing about their achievements.

You will find our club offer letter included with this week's newsletter. As a reminder, Rocksteady sessions will also begin during the first week back for those who have booked a place.

We wish all of our families a restful break and look forward to welcoming the children back soon.

Faye Herron and the Gresham Village School & Nursery Team

EASTER EGG HUNT

A huge thank you to two of our parents, Fiona and Holly, for giving up their time this afternoon to organise our Easter Egg Hunt. Well done to their Year 6 helpers too who set up for each class.

The children had an amazing time and it was such a lovely way to end the term.



WHAT HAS BEEN HAPPENING IN...



PUFFINS?

In Puffins Class, we have been working incredibly hard over the past few weeks. In English, we have now finished our unit on *Beegu* and used the story as inspiration to re-write our own version based on Beegu's cousin, Meegu. The children have been working hard on their independence and using their phonics knowledge within their writing. After Easter, we will begin a new book called *Tidy*. In Maths, we have completed our units on *Addition and Subtraction*, as well as our topic on *Length and Measurement*. We have now started our new units: *Multiplication* and *Position and Direction*, which we will continue after Easter. We will also move on to division next term. In Science, we have finished our topic on *Plant Survival*. We explored what plants need to grow and learned about seed germination. We even grew our own cress and used it to make egg and cress sandwiches, which we thoroughly enjoyed eating! Over the last two weeks, we also completed our Art unit on *Flower Heads*. We explored texture and shape by creating flowers using a variety of materials, including paper plates, and produced some wonderful pieces of artwork. In D.T., we completed our unit on *Beach Huts*. We explored different types of beach huts and identified their key features, such as wooden cladding. The children then designed and built their own beach huts using wood, developing basic woodwork skills, including how to safely use a saw. In PSHE, we have continued our learning on the *Zones of Regulation* alongside our usual lessons. We explored what makes us feel safe and unsafe, and continued discussions around friendships, using kind hands, and showing respect to others. We have now come to the end of our Forest School block and will return to Computing after Easter. In Computing, we will begin a new unit on programming using Beebots.



STARLINGS?

I can't believe we are coming to the end of the spring term! I am so proud of every child in Starlings. It is amazing reflecting on their time in this class and thinking about the fantastic progress they have each made within their individual targets.

The children have really worked hard this term and have applied themselves to all areas of their learning. When we come back after Easter, we will be continuing to prepare for our May assessments.

We will be starting our new units of work across the curriculum and will have lots of lovely things to look forward to. I hope the children have a lovely break and I will look forward to welcoming them back.

WHAT HAS BEEN HAPPENING IN...



SKYLARKS?

In Skylarks, the children have been learning about fractions. We can identify unit and non-unit fractions, compare and order fractions and identify equivalent fractions. We still have lots to learn so we will be carrying on with this after Easter. In science, the children finished our work on electricity by investigating conductive properties of materials. The children made predictions, tested them in a circuit then recorded their findings. After Easter, we will move to 'Grouping and Classifying.' In RE, we have been learning about the Easter story. The children made palm crosses and did some drama! In English, we started our final piece of writing, but we will need to finish and publish this on the first week back. After that, we will be writing a hybrid information and persuasion text about rivers. Well done to all the children for their homework efforts - it is really paying off as they are retaining lots of multiplication and division facts. There is a homework break over the holidays from me, but you can still practise at home...Have a lovely Easter break!



GOLDFINCHES?

Dear Parents,

Goldfinches have had some great moments this term. They worked incredibly hard on their biographies and created some great maze games in computing.

In the Summer term, our history topic will be on the Ancient Greeks focusing on the city state of Athens in the Classical age! In Science, we will be studying Earth and space where we will learn about our Solar System and its spherical celestial bodies. I am really looking forward to our next writing unit which is a persuasive text. We will be reading 'The Paperbag Prince'.

Great job this term Goldfinches. I hope you all have a wonderful Easter break.

WHAT HAS BEEN HAPPENING IN...



KESTRELS?

Kestrels have continued to show a positive and mature attitude towards their learning, which has been wonderful to see. In RE, we have been learning about Islam, with a particular focus on Islamic art and geometric patterns, and the children have enjoyed creating their own intricate designs inspired by this style. In Computing, we have been using Scratch to code our own games, animations and chatbots, developing both our creativity and problem-solving skills. In English, we have been focusing on letter writing, raising awareness about issues that are important to us, such as anxiety, school stress around homework and the transition to high school, screen time, online safety, the environment and animal cruelty. We've had a particular focus on organisational features, presenting our ideas clearly and linking them together logically for cohesion. After Easter, we begin the busy run-up to SATs in May, so we hope everyone has a relaxing and enjoyable break.

KINDNESS WEEK/ HEADTEACHER LETTERS

We were delighted to receive an additional donation of 30 Easter eggs from Tesco this week. Our teachers were each given a secret mission: to keep an eye out for acts of kindness happening naturally within their classrooms. Without the children knowing, they identified pupils who had gone above and beyond—and today, those children received a surprise Easter egg reward. It was truly heartwarming to hear the thoughtful reasons behind each nomination.

Headteacher letters have also been sent home today for children who consistently demonstrate our school values. These pupils will be invited to enjoy hot chocolate and cake with me during the first week back. Well done to every child who was recognised—your positivity and kindness make our school a wonderful place to be!



DESIGN A MURAL TO CELEBRATE 125 YEARS OF A NORFOLK ICON

Would you like to see your artwork made larger than life on Cromer Promenade - seen by thousands of residents and visitors?

To commemorate the 125th anniversary year of Cromer Pier, we're inviting students aged 7-18 to submit designs which will inspire a large-scale mural which will be transformed into a public artwork.

You might draw your inspiration from the Pier's stormy history and the engineering innovation it represents; show how it relates to our natural environment; picture a scene of community life at the seaside; or recreate a thrilling performance from the end of the pier show.

The choice is yours - but we're looking for something that will capture the excitement and fun everyone associates with the Pier.

The competition is divided into three categories: Ages 7-10; 11-14; 15-18

There will be one overall winner, whose design will become the public mural; the winners and runners up in each age category will receive certificates and have their designs displayed in a public exhibition of entries.

Format:

- Entries should be in landscape format and created on A3 or A4 paper or as a digital file.
- Entrants may use paint, pencils, collage, digital art, or mixed-media.
- Include the student's Name, Age, School, and a short explanation of the design (up to 150 words).
- Deadline for submission is Friday May 22 2026
- You can submit your design by post to Art Competition, North Norfolk District Council, Holt Road, Cromer NR27 9EN; at the Council Offices reception in Cromer or online at artcompetition@north-norfolk.gov.uk
- Entries will be judged by a panel on creativity, relevance to theme, originality, and visual impact
- The winners will be announced at a Gala event on the Pier on Monday June 8 2026



What Parents & Educators Need to Know about ONLINE TRENDS ENCOURAGING VIOLENCE

7 out of 10 teens report seeing violent content on social media, with over half of that content featuring fights involving young people. Most don't 'seek' it but are shown it through social media feeds or messaging groups. 91% of young people involved in violence have seen violent social media content. Viral trends, challenges, or 'wars' that are spread online risk encouraging violence offline, while real-world incidents may also be recorded and promoted online.

WHAT ARE THE RISKS?

ALGORITHMIC EXPOSURE

Social media platforms are designed to keep users engaged, meaning dramatic or extreme content can spread widely and quickly. Algorithms often recommend content that reflects users' past interactions. As a result, young people may see more violent material if they have viewed, commented on, or shared it before. Repeated exposure can make violent content appear frequently in their feeds without them fully understanding why.

WEAPONS AND CRIMINAL RISK

Teens exposed to high levels of real-world violence on social media sometimes report feeling an increased need to carry a weapon for 'self-protection'; however, carrying a weapon increases the risk of victimisation (harm and injury by others) for young people. In addition, carrying a weapon is a serious offence that can lead to police arrest and a criminal record.

SHARING VIOLENT CONTENT

Encouraging or assisting an offence is a crime in the UK, including via social media, and can lead to arrest. This means sharing, forwarding, or reposting violent content carries a risk for young people too. Showing examples of content to a trusted adult is appropriate, but young people should take care not to further spread violent material by posting it online or sharing it within large messaging groups.

FEAR, ANXIETY, AND MARGINALISATION

Research shows young people's emotional wellbeing can be negatively impacted by repeated exposure to violent online content, especially when it depicts 'real-world' violence (as opposed to fictional depictions in games or films). Posts featuring weapons, threats, attacks, and fights – or content that appears to glamorise gang activity – can increase feelings of anxiety or fear among young people. Material that encourages violence targeting people because of their identity, such as their nationality or religion, can also create disproportionate harm for children belonging to those groups.

AVOIDANCE AND ISOLATION

Real-world violence on social media can increase young people's belief that their local communities – or the 'outside world' more generally – are unsafe places. This can result in avoidant and isolating behaviours, which may negatively affect their wellbeing. As well as feeling fearful of others, teens also report feeling judged for spending time together in large groups, which may affect their social interactions and leisure time.

Advice for Parents & Educators

STAY INFORMED

Stay alert for updates from police, schools, or local authorities, and follow the advice provided. Be cautious about unofficial accounts, fake content, and misinformation, which can spread quickly online or in chat groups. Ensure you get accurate information from trusted sources and encourage young people to do the same. Remind them never to share violent content online and to speak to a trusted adult instead.

DISCUSS SOCIAL MEDIA

Encourage young people to talk about the content they see online and the effect it can have. This can be an opportunity to discuss topics such as misinformation, AI-generated material, the attention economy, and algorithms, helping them understand how and why extreme content can spread online. Explore tools available to block, report, and remove harmful content, and signpost where to get support and advice, such as reportharmfulcontent.com.

TALK CRIME AND SAFETY

In most of the UK, the age of criminal responsibility is 10 (12 in Scotland). This means there can be serious criminal consequences for carrying a weapon, taking part in violence, or filming or sharing violent content. Discuss the law with young people alongside practical safety strategies. Ask questions such as: "What could you do if you feel unsafe?" Work together on action plans and remind them they can contact a trusted adult or the police if they witness or experience violence.

ENCOURAGE POSITIVE ACTION

Focus on strengthening young people's positive experiences both online and within their local communities. Discuss strategies to reduce negative social media effects, such as time limits, unfollowing certain accounts, or taking breaks from apps. Encourage offline activities such as spending time with friends, visiting local places, and taking part in hobbies that bring them joy, purpose, and connection. Remind them they can seek support with any concerns at any time via childline.org.uk.

Meet Our Expert

Dr. Holly Powell-Jones is the founder of Online Media Law UK and a leading UK expert in media law, online safety, and young people. Her PhD investigates youth understandings of criminal and legal risks in a digital context. She works in schools to provide award-winning education on the criminal, legal, and ethical considerations of rapidly advancing technologies.



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