



CALTON PRIMARY SCHOOL

NEWSLETTER - TERM 5

www.caltonprimary.co.uk



Dear Parents/Carers,

..and just like that another term has ended and I am amazed at all the opportunities that have been on offer to our children.

We saw another positive Family Jigsaw run by Mrs Smithson and Miss Duignan. This programme, runs weekly for 6 weeks. It gives parents the opportunity to explore some of the issues that can be challenging for them as a family e.g. bedtime routines, positive behaviour, communication and much more. Thank you to all those who gave their time to give us feedback, some of which I'd like to share:

"Makes you think about what you say, and your actions, and how this has a positive and negative impact on your child",

"We have already begun following a lot of the ideas at home",

"Absolutely loved being a part of Family Jigsaw".

"Loved spending more time with my child".

In addition to this, I shared in last terms newsletter that I would reference the parent questionnaire. The comments from this were very positive with 149 responses. We have a lot to celebrate in this questionnaire, but rather than quote all the questions, which can be found on the school website, I'd like to share a couple of responses:

- 94% of parents feel that their child is happy at Calton;
- 94% of parents feel their child is safe at Calton;
- 95% of parents feel that we encourage good attendance and punctuality.

HEAD'S WELCOME



HEAD'S WELCOME

As always, we strive to improve with some parents referencing more opportunities for their child, which brings me nicely back to my opening line. Every class has now been part of a whole class assembly and it is lovely to see so many of you attend to watch your child/ren in action; year 4 attended their first residential; we have had reading cafes, Calton's got talent, bikeability for the older children, K'nex Challenge, Enterprise week and Mini Medics for every year group. Mini Medics is something I am passionate about and want every child to have a good knowledge year on year of first aid.

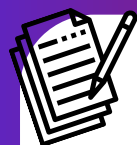
It is with tremendous sadness and regret that I have to inform you of the death of Jane Brown, who was a teacher at Calton for many years. Mrs Brown retired 4 years ago. Many of our parents, particularly those of older children would have known Mrs Brown or have been taught by her. Mrs Brown was a valued and very experienced member of our school community and this is a real shock to us all. Our thoughts are with Mrs Brown's family at this difficult time.

And finally, as of September 24, Playgroup will be located in the Primary School rather than in their own separate building. It will be lovely to have an all-through school. As of the 1st August our age range will also change from 4-11 to 2-11. All the staff members from the playgroup will move over to the main Primary School and all communication will come from the Primary School. This is exciting for Calton and the community and I can't wait to have younger children physically in the school building. Further information on this notice can be found on our website and outside the school building. We will be looking at our school signage changing to take account of this. Please be reassured that our name will not change. We will still be Calton Primary School.

Have a lovely May half term, best wishes and as always, thank you for your continued support for our school community.

Mrs Barker-Doe

SCHOOL NOTICES & KEY DATES



Housekeeping & Reminders

Warmer Weather

Suncream - With the warmer weather, please can we ask that you apply sun cream to child before they come to school. If you are sending sun cream into school please ensure this is clearly labelled.

Hats/Caps/Sunglasses - Where possible please label these items.

Hayfever/Allergies - please follow the below process for medication:

- Pass the medication directly to either the school office or your child's class teacher.
- Send an email toadmin@caltonprimary.co.uk informing them of the medicine's name, required dosage and time it is needed.

We kindly request, that you NEVER leave medication in your child's school bag.

Absence Guidance

Sickness - If your child is absent from school due to them being unwell, please can you either phone or email school before 9:30am to let us know.

Appointments - Where possible please try to arrange dentist, doctor, and optician appointments outside of the school day. Where this is not possible, please ensure you either phone or email school to let us know in advance and if required order a lunch option.

Holiday Requests - If your child will be absent from school due to a family event or holiday, please ensure you complete the 'Absence Request' form, which can be found on the school website under the 'Parent Info' tab.

Key Dates

24/05/24 - Last Day of term 5

03/06/24 - First day of term 6

05/06/24 - Year 3 Cheltenham Science Festival

07/06/24 - CFA Non Uniform Day

12/06/24 - Reception St Augustines Farm

21/06/24 - Year 6 Sublime Science Day

27/06/24 - Class Photos

02/07/24 - Years 1 & 2 Cotswold Wildlife Park

03/07/24 - Calton Bake Off

03/07/24 - School Summer Fayre

11/07/24 - Sports Day

11/07/24 - School Disco

12/07/24 - Rock Steady Parent Concert.

17/07/24 - Year 6 Production

18/07/24 - Soak the Teacher

18/07/24 - Year 6 Water Fight

19/07/24 - Last Day of term 6

22/07/24 - INSET Day (School closed to children).

2024/25 Academic Year

02/09/24 - INSET Day (School closed to children).

03/09/24 - INSET Day (School closed to children).

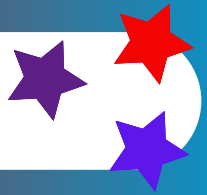
04/09/24 - First day of Term 1

16/09/24 - Year 6 Residential

Parent Pay

Please remember to regularly check your child's Parent Pay account for dinners and educational trips.

The new Spring/Summer Menu can be found on the School website.
Hot dinners cost £2.54 per day.



The Very Hungry Caterpillar

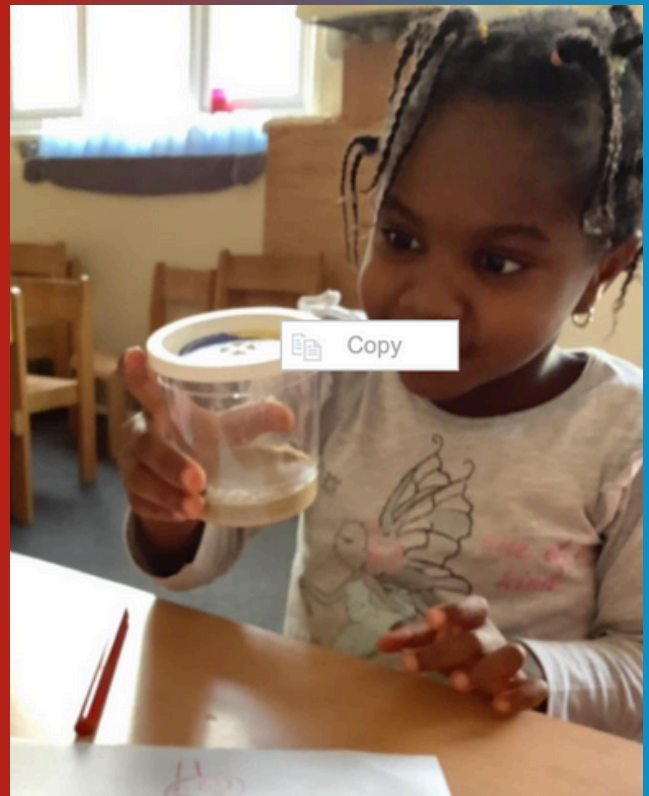
This half term, the children have been sharing the classic children's story of "The Very Hungry Caterpillar, by Eric Carle. We brought their learning to life with a fantastic experience; nurturing our very own caterpillars at playgroup. The children were fascinated by the changing life cycle and then watched as the butterflies flew away in the playground last week.



"They used to be tiny! Now they are big!"

"The butterflies are eating banana!"

"Where have the caterpillars gone?"



The children love the playdough, which staff make freshly every week for them to enjoy. We have experimented with different colours and added sparkles too.

The children benefit hugely from the continual provision of playdough, strengthening their hand muscles and refining their fine motor skills such as using rolling pins and scissors.

We have also had fun with messy play, combining playfoam with small world people and animals to create a sensory experiences for the children to explore.



"They need water again. I like to drink water, too."



Life Cycles

Linking to our learning on life cycles, each child planted a broad bean seed. They watered them and watched them grow taller and taller.

We used rulers to look at different numbers and have a go at measuring our beanstalks. The children then planted them outside and are patiently waiting for the fruits of their labours!

In the meantime, they are making sure that any snails are quickly spotted and carefully moved away!

Expressive Arts & Design

We have explored the work of British-Nigerian artist, Yinka Shonibare, and the children explored wax-resist painting. They looked carefully at the colourful shapes and patterns in his work and loved some of the pieces.



Physical Development

We have been very lucky to have weekly visits from "On the Ball" sports coaches; who have been supporting the children's physical development with planned sessions around skills such as jumping and throwing with aim.

The children's favourite session was when they went on a space ship to the moon, and had to find all the space gems.

They loved having P.E lessons in the school, just like the older children.



Personal, Social & Emotional

Within our personal, social and emotional development curriculum, the children have been thinking about their dreams and goals. They have been sharing their thoughts on what they would like to be when they grow up:

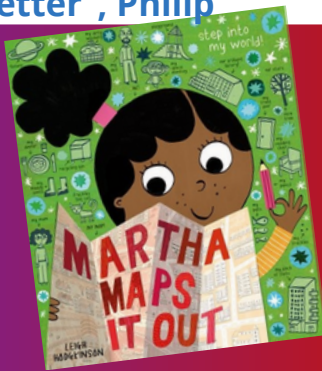
"A scientist, look at teeth", Mila

"Bus driver, drive and pick everyone up."
Cameron

"Teacher, because Jayden has Miss Jenkins",
Anayah

"Postal worker; they bring post to home", Archie

"I want to be a doctor, because I want to make everyone better", Philip



Next Term

Next term, we will be focussing on the book, "Martha Maps it Out" , by Leigh Hodgkinson. We will be thinking about maps and journeys, both real-life in our community; and also imagining journeys around the world and into space. We can't wait to see where the children take us!

We also have a wonderful experience planned for the children: hatching ducklings and thinking about how we need to look after them.

Finally, we will be preparing our pre-schoolers for their transition into reception class. We have some visits planned to go over and meet the teachers and find out more about starting school. The reception teachers will come to playgroup for story times. We will also read books about starting school, and continue to work hard on our independence skills.

Housekeeping

We have no spare socks or trousers at playgroup - if anyone has any that they no longer need we would be really grateful!

Now the weather is getting warmer, please ensure that you apply sun cream to your child before they arrive in the morning, and pack a labelled bottle in their bag.

Thank you.

RECEPTION CLASS NEWS



And just like that we are half way through the Summer term! What a busy term it has been. This term we have started our theme of Let's Explore. We came back after the Easter holidays to receive a very special delivery, chick eggs! It was wonderful to have such a buzz in the classroom and we were very excited.



Communication & Language

We have been talking lots. Talk is vitally important as our communication skills form the foundation for everything else we learn in school.

We have continued to have our chatty Mondays where we do most of our learning through talk. We are really good at working with a talk partner.



Expressive Art & Design

We have LOVED performing in our class assemblies. Thank you so much everyone for coming to watch us.

It was great to share our learning with you. We spent time looking closely at the chicks and we drew observational drawings of the chicks as well as painting and collaging them. We also learnt songs about chicks which we hope you enjoyed hearing us perform!

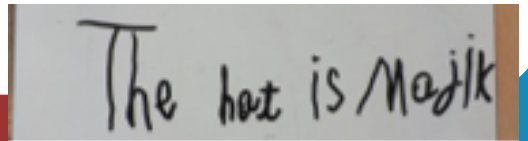


Literacy

We have been spending lots of time focusing on our writing skills. We have been writing about anything and everything. We loved writing about the chicks. We kept chick diaries and also talked about wrote about what we noticed.

We have written and drawn about our own pets or pets we would like and we have made up our own pet riddles. We gave our friends clues to guess which pet was hiding behind the flap.

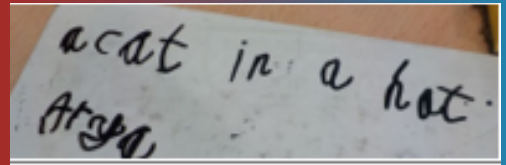
We had to think carefully about the vocabulary we could use. We have also been writing about where we live, what we live near, who lives with us and what we like about our homes.



Phonics

We have continued to work in our set groups for RWI phonics. Lots of the children know all of their Set 1 sounds which is fantastic.

They are now working on the Set 2 sounds which are more special friends. These are sounds that have 2 letters but make 1 sound. The RWI groupings are tailored to what your child needs.



Physical Education

In our PE sessions we have been focusing on dance. We have thought carefully about matching movement to music to come up with our own rainforest dance.

To begin with we worked on the growing forest where we had to start off as small seeds and grow into large trees. Then we moved on to explore the types of animals you would find in the rainforest. We moved like lions, elephants and snakes. We then took to the skies and explore how to move like a bird.

We also did some preparation ready for sports day. We practised different races.



Mathematics

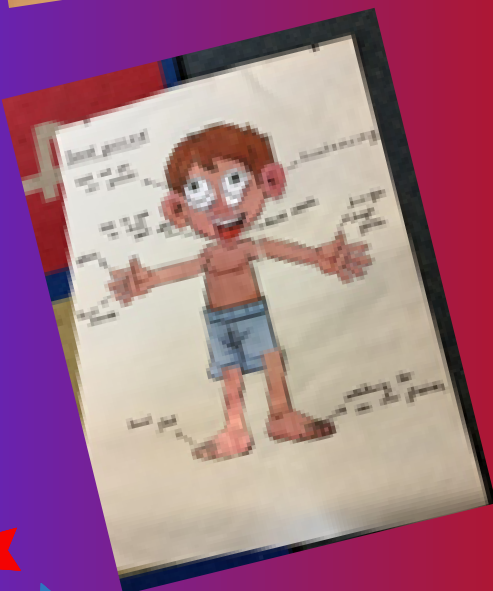
We follow the White Rose scheme for our Maths learning. We have been working on the following units: To 20 and beyond, How many now? And manipulate, compose and decompose. We have worked lots on numbers up to 20 with a focus on their composition. For example, we know that 12 is one ten and two ones.

For our How many now? Unit we have been focusing on addition and subtraction. We have begun to think about recording number sentences using the appropriate symbols. For the unit of manipulate, compose and decompose we have been manipulating shapes, describing and exploring shapes and making shape pictures.



Personal, Social, Emotional Development

In PSED we have been learning about relationships. We have focused on how to make friends, how to solve friendship problems if they occur, how to help others feel part of a group, how to respect and treat others, how to help ourselves and others when we are upset or hurt and what makes a good relationship.



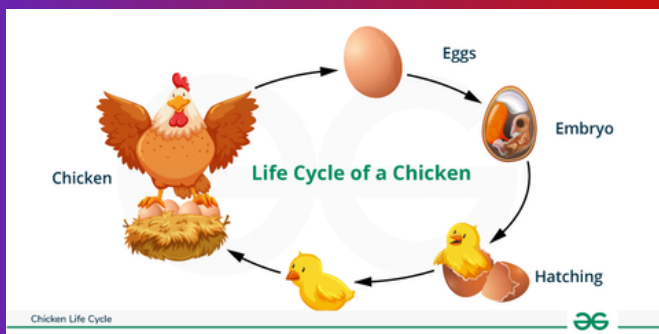
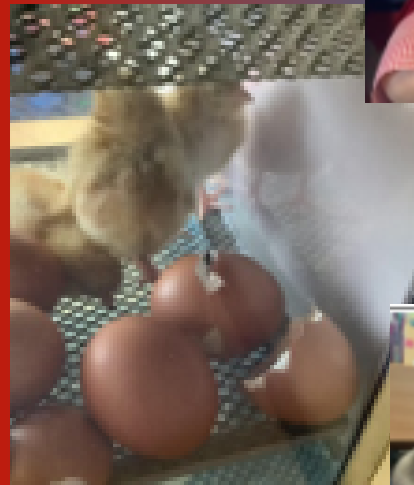
Understanding the World

During our understanding the world lessons we have looked closely at the life cycle of a chick. We got to see if happen in real life!

We took responsibility for looking after the chicks. We made class rules to keep them safe and we made we gave them food and water and we cleaned out the brooder box.

We also have been learning about pets, what they need and how to look after them. We spent time sorting farm animals and pets. We also found out all about the job of a vet.

We have also looked at where we live and explored simple maps.

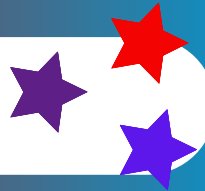


Next Term

Next term we will be continuing with our theme of Let's Explore. We will be looking at bugs, planting seeds and going on our school trip to St Augustine's farm. Please could you ensure that permission is given via parent pay. Thank you ☐

In Literacy we will be continuing with our phonics learning and continuing to develop of reading and writing skills with a focus on writing a sentence with a capital letter and full stop. In Mathematics we will be focusing on sharing and grouping, even and odd numbers and patterns.

YEAR 1 & 2 CLASS NEWS



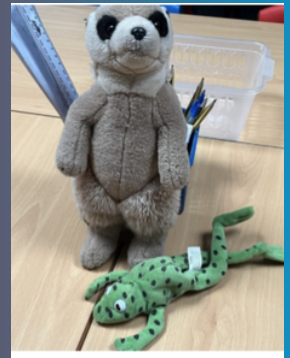
We have had a brilliant start to our topic 'Amazing Africa' and thoroughly enjoyed our African Experience morning, featuring art, a safari hunt, drumming and dance! This term has also included a visit from a local PCSO during one of our assemblies.

English

In English, we focused on the story 'Meerkat Mail' by Emily Gravett. We enjoyed sharing the story as a class and having a visit from the main character, Sunny the Meerkat. We helped Sunny write letters to his mob back in the Kalahari Desert about adventures he had been on since arriving at Calton Primary School.

We have now started to explore a range of Tinga Tales to inspire us to generate our own ideas and to write our own narratives about an African animal.

We have enjoyed looking at the stories 'How the Lion got its roar' and 'How the elephant got its trunk' and are looking forward to sharing more with our classes!



Science

In our science lessons we have been learning about different habitats linked to our topic Amazing Africa. We have been exploring the features of rainforests, hot deserts, the Arctic, oceans, grasslands and freshwater habitats.

We have investigated the different animals that live in these habitats and have been learning about how these animals have adapted to suit these very different environments.

Mathematics



Year 1

We finished our learning about multiplication and division by practising counting in twos, fives and tens.

We then moved on to learning about fractions by recognising groups of objects and quantities split into halves and quarters.

In new learning, we have been exploring positional language (forwards, backwards, left, right) and have been investigating quarter, half, three-quarter and full turns when looking at rotation..

Year 2

We have finished our work on fractions finding a half, a quarter and a third of shapes and numbers. We learnt about unit fractions and non-unit fractions. We also found three quarters and the equivalence of 2 quarters and one half.

We then worked on Time, revising o'clock, the half hour and quarter hours. We then learnt to tell the time to 5-minute intervals, past the hour and to the hour. We have also learnt about different measures using centimetres and metres for length and height. We have found out about mass, weighing using grams and kilograms. We have looked at the capacity of containers and counted in litres and millilitres.

PSHE



During PSHE lessons, we have been focusing on the theme 'Relationships'. We have talked about the special relationships in our lives and why they are important to us. We discussed the values we feel are important in our families and how we can contribute to making a happy home.

We also learned about the strategies we can use to resolve conflicts with our friends.

Religious Education

This term we have listened to Bible stories, for example, Matthew the Tax Collector, and have given simple accounts of what the Bible texts mean to Christians.

We have been learning about why forgiveness is important and what happens if someone does or does not forgive others. We have been thinking about what peace means and how we can achieve it by being kind, showing compassion and being helpful.



ART

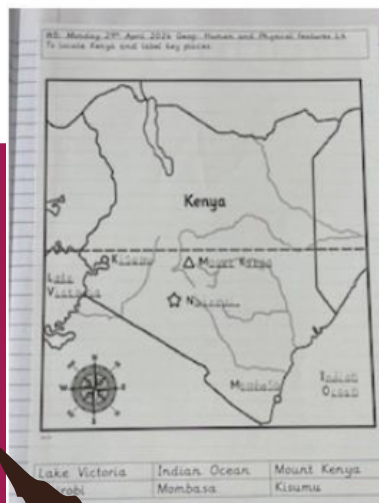
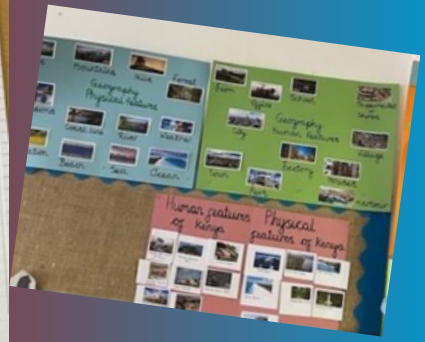
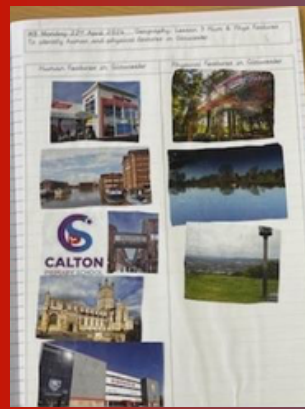
This term we have been creating sculptures using paper. We made representations of line using paper shapes. We put several together to create interesting images. We then used these skills to make a 'Tree of Life' using paper that had been folded and rolled in different ways, and with different colours. They were beautiful and showed some skill in how they had been put together.



Geography

We have enjoyed learning about human and physical features within Gloucester and comparing them to those found in Nairobi, Kenya.

This has included using the atlases to locate the continent of Africa, then finding Kenya. We also found the Kalahari Desert, Lake Victoria and Mount Kenya.



Computing

We have had great fun creating digital music this term. This has involved using Chrome Music Lab, and having the opportunity to digitally manipulate pitch, tempo and rhythm.

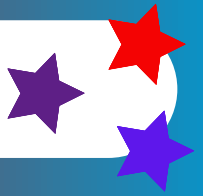
This is a program that can be easily accessed at home; why not ask us to show you what we can do!

Physical Education

This term we have developed our skills in athletics. We have timed ourselves against each other to see how fast we can run. We have developed skills in throwing underarm, overarm and chest passing. We have also tried to be accurate, throwing bean bags and quoits into hoops placed at different distances.

Next Term

Next term we will continue our learning connected to Africa and we are looking forward to our trip to the Cotswold Wildlife Park on 2nd July. We are also hoping the weather will be kind to us for sports day!



Glorious Gloucester

We have been learning all about the history of Gloucester as well as significant people from our local area such as Robert Raikes, Simon Pegg, Lily Allen, Alastair Cook and Carol Francis.

We also looked at some famous people from one of our twin cities (Metz in France), including Ginette Bedard, Jean-Jacques Aillagon and Bob Tahri.



Food Tasting

As part of our Glorious Gloucester theme, we compared Gloucester to our twin city Metz in France. We looked at the different climates, sports played and learnt some interesting facts.

We then tasted some foods from France, some foods are familiar to us as we eat them here too. We tried, croissants, French stick, Brie cheese and quiche.

Some of us loved the food, others weren't as keen.



Mathematics

Year 3

Year 3 have been looking at money and time this term. The children have been investigating pounds, pence and converting the two as well as adding and subtracting money.

Year 3 have also been telling the time to 5 minutes, nearest minute and using digital clocks.



Year 4

In year 4 the children have been looking at decimals. They have been looking at hundredths, tenths and ones, comparing, ordering and rounding decimals as well as halves and quarters in decimals.

Year 4 have also moved on to learning about money and time—looking at solving problems with money and using a 24 hour clock.

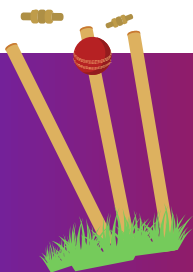


Physical Education

In PE this term we have continued to develop our key skills including throwing, catching, running etc.

We have also been looking at athletics ready for sports day and understanding what skills we need to be able to play a game of cricket.

So far, we have really enjoyed being outside and testing our batting skills whilst working as a team.



PSHE

Our unit of work in PSHE this term has been called 'Relationships'. We have learned about the 'solve it' technique which is very similar to how we resolve any disagreements in school using restorative practice.

We have been looking at what makes a good friend and how to be STARS! We have also been looking at how we present ourselves as global citizens and how to stay safe online.

Science

This term we have been looking electricity and building simple electrical circuits. We have been using crocodile clips, wires, bulbs, batteries and motors and are now able to identify a complete or incomplete circuit. We have really enjoyed building our circuits and we have recently looked at materials that are conductors or insulators.

We were able to complete an experiment to test different materials and to see whether they allowed electricity to pass through in order to allow the light bulb to light up!



Religious Education

This term we have been learning all about Judaism. We have looked at lots of different festivals including Rosh Hashanah, Yom Kippur and Passover.

It is been really interesting to understand how different religions celebrate certain festivals and comparing our knowing of other religions to see what is similar and what is different.

English

In English this term we have been looking at narrative writing, basing our writing on the Little Matchstick Girl by Hans Christian Anderson.

In our local area, we have the old matchstick factory near the Quays, which lots of us will pass by everyday! We have also been looking at non-chronological reports, fact-writing about Gloucester and all of our local attractions.



Year 4 Residential

Wow! Year 4 children had an amazing time at residential this year.

Lots of us were extremely brave and tried so many new activities. We were able to have a go at archery, climbing, abseiling, crate stacking, paddleboarding, kata-kanuing, kayaking and much more!

On the last night, we were very lucky that we could have a campfire and play games with the JCA staff. We also had smores from the campfire which we very much enjoyed!



Next Term

As we continue with our topic of Glorious Gloucester, we will be moving on to looking at where food comes from and what fair trade means, our changing bodies in PSHE and persuasive writing in English. In Maths, we will be moving on to look at statistics, shape, position and direction.

YEAR 5 & 6 CLASS NEWS



Year 5 and 6 have been getting increasingly busy this term, with lots of new experiences to take part in:



On the last day of term before the Easter holidays, a group of Year 6 children took part in a Mock Trial competition. This involved schools from across Gloucester learning and acting out the different roles in a criminal trial.

Mock Trial

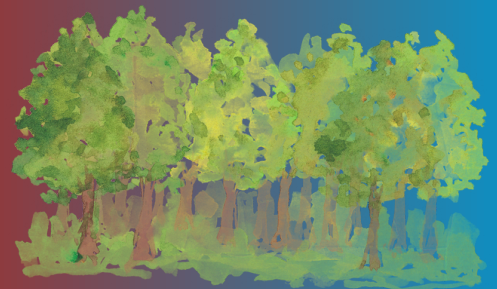
Some of the roles required the children to learn the background of their character and the statement they had made to the police to be questioned in the mock court room. This was particularly challenging as the children did not know the questions the other team's solicitors may ask.

All the roles were judged and given a score which were added to create the whole school score. Calton received 109 points and finished 3rd. This was an amazing achievement and showed that the practice sessions with Mrs Day-Webb had paid off. The children were confident and articulate and a credit to the school. Well done everyone

Year 5 - Wilderness Explorers

Children in Year 5 are enjoying Forest Explorers sessions every week this term. They go out in our lovely forest area come rain or shine, led by our very own Mrs Smart, a qualified Forest School instructor.

The children frequently come back having had a great time making discoveries, some of them have even found fossils, which ties in with our Science and English learning this term.



Mathematics



Year 5

During this term, we learnt new concepts about decimals and percentages, and we calculated the perimeter and area of rectangles and compound shapes.

Finding perimeter and area of a shape is quite important. For example, let's say you are thinking of fencing your yard. You will need to measure the total distance around it to buy the right amount of fencing. That distance is the perimeter! And if you are looking to plant some turf, you will need to calculate its area by multiplying the length and width.

Year 6

Year 6 started the term with a unit on Shape. This included measuring and drawing angles - recalling angle facts from previous years as well as labelling the parts of a circle.

Year 6 built on their knowledge of angles from Year 5, to learn how to calculate the area of a triangle and how to calculate angles within a shape with 4 or more sides. They also had further practice at accurately drawing an angle using a protractor. Later Year 6 moved onto a Geometry unit where they revisited plotting and recording co-ordinates and how to reflect or translate a shape.



Design Technology

This term, it was bridge building time!

In groups, we put our learning into practice to design and build a bridge, using cardboard, lolly sticks and masking tape, along with any other junk modelling resources the children brought in.

There were some wonderful bridges built, with many groups remembering the best shapes to use in their structures.



Science

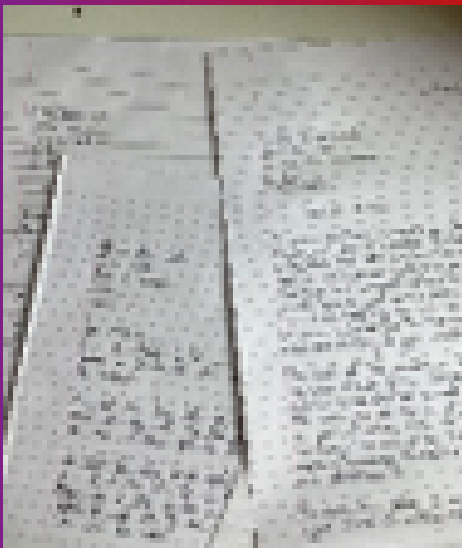
This term we have been linking with our English work and our topic of 'What a Wonderful World' by learning about Habitats and Environments, Evolution and Inheritance.

We have built on our knowledge of Darwin and his theory of Natural Selection and learnt more about inherited traits and adaptations creatures make based on their environment.



English

This term, we have been learning about formal letter writing and non-chronological reports. We shared the book 'Our Planet, The One Place We All Call Home' which is also a Netflix documentary. We paired the information in this book with facts and figures from the Wildlife Index and wrote formal, persuasive letters to current Prime Minister, Rishi Sunak asking him to take action regarding climate change. Miss Kendrick has some very packed envelopes to send off! Our non-chronological reports feature Charles Darwin or Mary Anning, the children used various resources to research their chosen subject and are currently writing up their reports. Our plan is to make these reports into a book to be displayed in our school library



Rock Steady

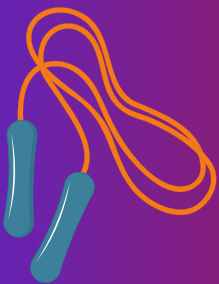
Some Year 5 children are taking part in the Rocksteady Music scheme, where they get to learn an instrument and play as part of a band. The children love these weekly sessions and are eager to come back and share about what they have learnt. We are looking forward to their final performances!



Physical Education

PE this term has been all about practicing our core skills in readiness for Sports Day. We have been working on sprinting, long jump, triple jump and relay races, focusing on not dropping those batons!

We have also practiced our skipping skills and throwing and catching. Summer term is also the time for rounders, the children are looking forward to having some good rounders games during our PE sessions..





Digital safety at a glance

internet matters.org

Guidance for parents of 8-10-year-olds

Use this quick tips guide to stay on top of your child's online safety needs.

Tech use, issues and tips

Learn about common experiences at this age and what you can do to keep your child safe online as they grow.



96%
watch videos online



82%
send messages or make video/voice calls



67%
play games online

Source: Ofcom 2023



Too much screen time

Too much screen time is the online harm most experienced at this age, increasing as children grow; **71% of parents worry about this.**

Source: Internet Matters tracker survey

Set time limits for devices but also help kids experience a range of activities to create and learn to support their wellbeing.



In-game and in-app spending

In-game and in-app spending is the **second-most common online harm among 8-10s**, increasing with age. However, parent concern about this decreases as children grow.

Source: Internet Matters tracker survey

Review purchase settings and parental controls in apps, games and online stores to set limits, then talk about why they're important.



Viewing violent content

Viewing violent content is the third-most common online harm at this age, and **67% of parents worry about it.**

Source: Internet Matters tracker survey

Set parental controls and restrictions on video games, videos and websites children access. Talk to them about why some content is not appropriate.





Practical tips to keep 8-10s safe online

Set parental controls on popular apps



1. Set up YouTube Kids or a Supervised Account.
2. Use timers to manage screen time.
3. Turn off watch history to limit suggested videos.



1. Create a Kids Profile so they have access to age appropriate content.
2. Customise their profile's maturity rating.
3. Turn off autoplay on series to help manage screen time.



1. WhatsApp age minimum is 16 in the UK, so review privacy settings.
2. Disable live location and who can contact your child.
3. Familiarise yourself with all features.

See all parental controls guides at internetmatters.org/controls

Are they gaming with others online?



- Set up controls in-game and on consoles
- Talk about keeping personal information private
- Discuss positive behaviour online
- Search '**top internet manners**' for more



Get personalised advice straight to your inbox

Want support to stay on top of your kids' digital lives? Together, we've got this, with our free personalised family digital toolkit. By completing the form you'll get:

- Age-specific checklists and guides
- Safety information on the latest apps and platforms
- Resources to tackle online concerns by age
- Interactive tools to encourage discussions on key topics

Scan the QR code or go to internetmatters.org/toolkit



Make online safety a part of their everyday

Conversations to have

Talk about:

- What they're watching; what do they like about it?
- What apps/games they like; what would they like to try?
- How being online makes them feel; what signs tell them they need a break?

See more at internetmatters.org

Tools to explore together

Build digital skills and play together with:

- The Online Together Project: an interactive quiz with discussion points to challenge stereotypes and hate online.
- Find the Fake: a series of quizzes to help teach children how to recognise and tackle misinformation online.
- Digital Matters: complete the interactive stories with your child to help them learn key online safety skills.

Go to internetmatters.org/advice for more



What Parents & Carers Need to Know about

TIKTOK

AGE RESTRICTION
13+

(certain features are restricted to over-18s only)

TikTok is a free social media platform that lets users create, share and watch short videos ranging anywhere from 15 seconds to 10 minutes in duration. The app gained notoriety for its viral dances, trends and celebrity cameos and can be a creative, fun platform for teens to enjoy. Now available in 75 languages, it has more than a billion active users worldwide (as of spring 2022) and is most popular with the under-16 age bracket. In fact, a 2022 Ofcom report found TikTok to be the most-used social media platform for posting content, particularly among young people aged 12 to 17.

WHAT ARE THE RISKS?

AGE-INAPPROPRIATE CONTENT

While TikTok's "Following" feed only displays videos from users someone follows, "For You" is a stream of clips based on their previously watched content. Most videos on a child's "For You" feed will therefore be light-hearted and amusing, but it could potentially surface something unsuitable. TikTok's guidelines prohibit the sharing of illegal or inappropriate content, but the sheer volume of uploads mean they aren't manually monitored and vetted.

18

CENSORED

DANGEROUS CHALLENGES

Due to TikTok's immense popularity, some young people have unfortunately been influenced by videos challenging them to perform harmful, criminal or even deadly acts. One extreme example was the 'blackout' trend, which encouraged users to hold their breath until they passed out from a lack of oxygen. It led to two families filing lawsuits against TikTok over the tragic deaths of their children.

CONTACT WITH STRANGERS

With around 1.1 billion users globally, the potential for contact from strangers on TikTok is high – especially as accounts created by over-16s (or youngsters using a false date of birth) are set to public by default. This not only means that someone's profile is visible to everyone else on the app; it also lets their videos be suggested to others and enables anyone to comment on them or download them.

IN-APP SPENDING

TikTok is free, but users have the option to buy TikTok coins, which can be used to purchase emojis in the app. These emojis are then sent as rewards (retaining their monetary value) to other users for videos they've created. Coin bundles range from £9.99 to an eye-watering £99; TikTok's policy is that they can't be bought by under-18s, but it's possible to bypass this with a fake birthdate.

ADDICTIVE NATURE

TikTok can be addictive, especially for young people: compulsive repeated use can interfere with sleep patterns and be a distraction from other activities. The platform recently introduced default usage time limits of 60 and 100 minutes for new members under 18 (in the UK, children with TikTok average 102 minutes per day on the app), but these restrictions can easily be removed in the settings.

TIKTOK NOW

Introduced in late 2022, the 'TikTok Now' feature lets users post a daily video or photo at the exact same time as their friends. Users receive a synchronised notification at a random time of day, giving them three minutes to take a video or real-time photo. This addition can not only be a distraction to young people but could lead to them inadvertently sharing private content such as their location.

Advice for Parents & Carers

ENABLE FAMILY PAIRING

Family Pairing allows parents to link their TikTok account with their child's and control their settings remotely. Parents can then, for example, turn on Restricted Mode (reducing the chances of a child seeing inappropriate content); set screen time limits; and manage their child's ability to send messages (and to whom). Children can't alter these settings without parental approval.

MAKE ACCOUNTS PRIVATE

Although under-16s will have their TikTok account set to private by default, bypassing this setting is relatively easy. However, parents have the ability to manually set their child's account to private – meaning that their videos won't be visible to strangers and they won't be able to exchange messages with people who aren't on their friends list.

LIMIT IN-APP SPENDING

If your child is using an iPhone or Android device to access TikTok, you can alter the settings to prevent them from making in-app purchases. We'd recommend that you enable this feature, as it's quite easy for a young person – without realising what they're doing – to spend a significant amount of real money buying TikTok coins so they can unlock more features of the app.

DISCUSS THE DANGERS

If your child wants to use TikTok and you're happy for them to do so, it's crucial to talk about the potential risks in this type of app. For example, ensure they understand not to share any identifying personal information – and that they realise they could be exposed to inappropriate content. Thinking critically about what they see on TikTok can help children become generally more social media savvy.

READ THE SIGNS

If you're concerned that your child might be spending too much time on TikTok, or that they've been emotionally affected by something inappropriate or upsetting that they've seen, it's important to know how to spot the possible signs. Increased irritability and a lack of concentration are potential red flags, as are failing to complete homework or regularly not eating meals.

Meet Our Expert

Carly Page is an experienced technology journalist with a track record of more than 10 years in the industry. Previously the editor of tech tabloid *The Inquirer*, Carly is now a freelance technology journalist, editor and consultant.



National Online Safety®

#WakeUpWednesday

What Parents & Educators Can Learn from the OFCOM MEDIA REPORT 2024

Each year, Ofcom – the UK’s regulatory body for communications – produces an overview of children and parents’ media experiences over the course of the previous year. At the time of writing, the latest of these reports, ‘Children and parents: media use and attitudes 2024’ has just been published, and we’ve plucked out some of its most thought-provoking findings regarding online safety.

ONLINE LIVES

99%
of 8–17s
had regular
access to the
internet

65%
of 13–17s
prefer short videos
to films and TV

34%
experienced
harassment or
bullying online

11–18s
felt more confident
communicating online (71%)
than in person (53%)

87%
of 8–17s
felt pressure to be
popular on social media

SCREEN TIME

By children’s age group, the percentage of parents who felt less able to manage their child’s screentime were ...



POPULAR PLATFORMS

Most used by children ...

Under-12s

Over-12s

YouTube
89%

YouTube
88%

WhatsApp
37%

WhatsApp
82%

TikTok
35%

TikTok
78%

Snapchat
27%

Snapchat
73%

Instagram
22%

Instagram
69%

ONLINE GAMING

68% of children played video games online

Who did these children most commonly play with?

74%
played with
someone they know

32%
played with
strangers

ONLINE SAFETY IN SCHOOLS

93% 8–17s had at least one lesson about online safety

93% of children are aware of at least one thing they can do to stay safe online

91% children found these lessons useful

78% of 8–17s were aware of age restrictions for apps

40% admitted to faking their age to bypass these limits

PARENTAL CONCERNS

The things that most commonly worry parents and carers about their child being online include ...

- 77%** seeing age-inappropriate content
- 70%** being harassed or bullied
- 68%** seeing pro-self-harm content
- 62%** having their data gathered by companies
- 59%** being influenced by extreme views
- 55%** having their reputation damaged
- 51%** being pressured to spend money

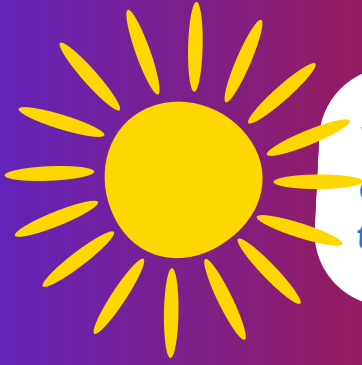
DEVICES MOST USED TO GO ONLINE

Age Group	Percentage	Device
3-4s	67%	use tablets
5-7s	77%	use tablets
8-10s	73%	use tablets
11-15s	95%	use phones
15-17s	97%	use phones

#WakeUpWednesday

The National College

OPAL - OUTDOOR PLAY AND LEARNING



With the weather getting better, we have been having lots of fun outside with the OPAL equipment. Many thanks to those that have already donated items to us.



We are lucky that we have access to a wonderful field for the children to run around and explore at lunch. They love having so much space to go wild!

The slides are a favourite and down on our patch area they are learning the skill of tree climbing. We have also introduced a pop-up games and fidget area for those who would like a more relaxed playtime.



Opal OUTDOOR PLAY
AND LEARNING Opal



Fancy dress

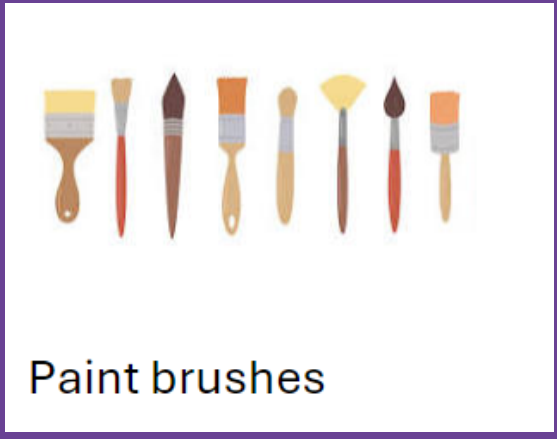


Sports equipment

The children would love donations of these items, please.



Fidget toys



Paint brushes

CALTON STARS



TAG Rugby Results

The rugby fixtures are in full flow, there has been some exciting, close matches.

In our first away v Hempsted we lost 8:3 – the score line didn't reflect the close game.

We were STARS as we beat Willow 6:2

We narrowly lost to Waterwells 10:9, this game was very evenly matched and a lung buster in the warm sun!

Our Kingsway match was a nail biting 6:3 loss.

All of the games have been extremely close and entertaining. The progression in our skills, teamwork and communication from the first game has been outstanding.

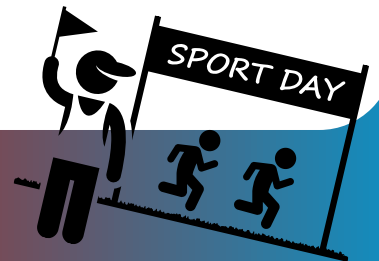
We play Grange next and then head into the playoffs



Sports Day

We are looking forward to welcoming you to our annual sports day on Thursday 11th July 2024.

KS2 – 9:30am – 11:30am
Reception/ KS1 – 1:00pm – 3:00pm



Quicksticks Hockey Results

The start of the season began with the Championship tournament, where after some nail-biting matches, Calton finished 3rd. This galvanised the team so that they were even more determined when the league matches began.

At the point of writing, Calton has played 2 round-robin league matches with the A team winning each match and the B team making huge improvements on their first round of matches to either win or draw their second round of matches. Everyone has high hopes for finishing top of the league.



Gloucester Academy Sports Festival



In April, several children across Key Stage 2 went along to Gloucester Academy School to participate in a sports festival. The festival gave children from several primary schools a chance to experience different types of sports such as: bowls, curling and boccia.

Students from Hartpury College were supporting the event and developing their leadership skills. It was a non-competitive day, although the Calton children were very talented at each of the games!

All the children received a certification for their participation. Theo and Ivy received special commendation medals, for their progress in each sport.



INCLUSION TEAM



Family Jigsaw

We had a great time at Family Jigsaw this term. Family Jigsaw is a 6 week program for parents and their children.

The course is a great way of meeting others parents, discussing the ups and downs of parenting and spending time with your children. We will be running more of these courses next academic year.

The children had a fantastic time doing craft activities, one of their favourites was making fruit kebabs.

Mrs Smithson is also planning to run a 4 week parent course to support your children with ASD or ASD traits. Look out for more details coming soon.



New Parent Course

We are pleased to be running a new course called 'Time Out For Parents - Children on the Autistic Spectrum'.

This is a four week course starting on Thursday 13th June and will take place from 9am-10.30 in the Onyx building.

This course is designed to support parents whose children have been diagnosed with Autism or feel their child maybe on the Autistic spectrum.

Additional information about what the course covers and the link to join this course were sent out on eSchools, on the 16th May 2024.

Coffee Mornings

School & Playgroup Coffee Morning will start after the May half term, on Tuesday 4th June 2024. They will run weekly up until the end of the academic year.

Coffee mornings take place in the Onyx Building, from 9 - 10.30am and are

Parents, Carers & Toddlers are all welcome!



What Parents & Educators Need to Know about SCHOOL AVOIDANCE

Emotionally Based School Avoidance is a term used to refer to reduced attendance or non-attendance at school by a child or young person. It's often rooted in emotional, mental health or wellbeing issues. The rate of children who miss school more than 10% of the time in England has more than doubled since before the pandemic: rising from 10.9% in 2018-19, to 22.3% in 2022-23.

UNDERSTANDING SCHOOL AVOIDANCE

IMPACT OF SCHOOL AVOIDANCE

REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the family or at school. A child may have caring responsibilities at home, for instance, or a change in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include complaining of a tummy ache, headache, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity which is making them anxious – increasing their desire to stay at home.

Advice for Parents & Educators

WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication and a consistent approach between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or reintegration. This ensures a consistency of approach from both home and school, creating better outcomes for the child.

MANAGING OVERWHELMING FEELINGS

While there may be times you feel frustrated or angry, try to stay calm; acknowledge the child's worries, listen and discuss a range of coping strategies together to help them face the discomfort and overwhelming feelings. These could include mindfulness, deep breathing or going for a walk and practice the strategies in less overwhelming situations first.

FOLLOW REGULAR ROUTINES

Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and limited time on screens can also give children much needed predictability and familiarity. Schools can help create a timetabled routine for the child's school day, if required.

REDUCE STIMULATING ACTIVITIES AT HOME

If a child is avoiding school, reduce their access to more stimulating activities (such as watching television, playing games and spending time with friends) during school hours, where possible. This reduces the potential for the child having rewarding experiences at home, which could be interpreted as a positive aspect of avoiding school.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at nationalcollege.com/guides/school-avoidance

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Family First Aid



All attendees will be required to participate in the practical learning activities within the session. This will involve, getting on the floor to put someone in a recovery position and to perform resuscitation using a defibrillator.

Wednesday 5th & Wednesday 12th June 2024

9.00am – 12.00pm

At

Calton Primary School

To book a place, please contact the school office.

* The course is free if you are over 19 years old, have lived in the UK/ EU for 3 or more years, or have a valid Residence Permit, and are one of the following: Unemployed or earning below £20,319.00 per year; Qualified below a Level 2 (less than 5 GCSEs); Have mental health challenges, Have a learning difficulty or disability.

Family Fun Event

At The Hucclecote Community Centre,
Hucclecote Road

FREE

Gloucester
GL3 3RT



Friday 31st May 2024 11.30am - 2pm
Air-powered Rocket Cars

Please book your tickets via:
<https://www.eventbrite.co.uk/e/891897388097?aff=oddtcreator>

Saturday 8th June 2024 10.30am- 1pm
Indoor Rockets & Parachutes

Please book your tickets via:
<https://www.eventbrite.co.uk/e/891909795207?aff=oddtcreator>

Try something new. Build an air rocket and see how far it travels. Explore the science of air resistance with your own parachute design.

Meet other families in your local community and find out about summer activities in your area.

Event funded by the Gloucestershire County Council - Build Back Better Grant.

For children of age 5+ years accompanied by an adult and family groups.

No previous experience needed.

Light Refreshments provided.

Build Back Better
Councillor Scheme

Contact for more information:
accounts@bloodhoundeducation.com



ROYAL THREE COUNTIES SHOW

14-16 JUNE 2024

OUTDOOR FAMILY ACTIVITIES

FOOD FESTIVAL

LIVE ARENA DISPLAYS

GREAT CELEBRITY LINE UP

OVER 6000 ANIMALS TO SEE

KIDS GO FREE!

Brass In The Park 2024

A free Brass Band Concert and so much more

Cheltenham Silver Band presents:

Made in Gloucestershire

A Musical Celebration of our County

Saturday 22 June 2:30 to 5pm
Hatherley Park, Bournside Road, Cheltenham

Holst 150
Brass and Percussion "Have a Go" Victorian Era Exhibition

'Biggles' Mini-Biplane Musical Treasure Hunt Face Painting

Cheltenham Silver Band, in association with...

The Friends of Hatherley Park Celebrating 85 Years of Hatherley Park

JET AGE MUSEUM

Holst Victorian House

Classic Cars 20 24 Gardens

Classic Cars, Trucks and Gardens

Adult Tickets: £10.00

Children under 16 Free
Gates open 10am - 4pm

piedpiperappeal.co.uk/classic-cars-trucks-gardens

Sunday 9th of June, Highnam Court

Sponsored by

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APM FIRE & SECURITY

Cheltenham Science Festival 4-9 June 2024

Brian Cox · Maggie Aderin-Pocock · Dara Ó Briain
 Susie Dent · Hugh Fearnley-Whittingstall
 Maddie Moate · Tim Peake · Kate Bradbury
 Steve Backshall · Daze Aghaji · Jeff Forshaw
 Adam Kay · Sophia Smith-Galer · Robin Ince
 Claudia Hammond · Thomas Hertog
 Anne Brusatte · Ben Newman · Karen Gurney
 Claudia MacGregor · Steve Brusatte
 Jamie Gallagher · Emily Lemming
 ...and many more



EASTNOR CASTLE

RUNAROUND DAYS
 TUE 28 - THU 30 MAY



PLAYERS WANTED!
OLD CRYPTIANS RFC JUNIOR SECTION
 We are looking for Boys and Girls join our thriving Junior Section. No experience is necessary, teams from age 5 upwards. Training is on Sunday Mornings starting in September. New for 24/25 season Girls Rugby yr7/8!

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THE ULTIMATE GUIDE FOR FAMILIES TO FIND
THINGS TO DO IN THE LOCAL AREA

**FIND
HALF
TERM
FUN**
AT THE TOUCH
OF A BUTTON



The Gloucester Rocks website has everything you need to make this Half Term a brilliant one! We cover **free things to do**, local events, places to visit, holiday clubs, parks, walks and so much more. Everything you need in one place.

Visit [GloucesterRocks.co.uk](https://www.GloucesterRocks.co.uk)

OR



We know how important holiday clubs are so we have gathered all of the local clubs running this half term to make things easy for you.

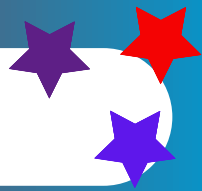
Find the perfect club here

Join hundreds of local parents following us on Social Media.
Just search Gloucester Rocks and like our page!

www.gloucesterrocks.co.uk



CFA - Calton Friends Association



2024 CHALLENGE

Most Unique Winner



Edward entered his Rabbit into a competition and won. He used his prize money to buy bits to make jewellery, handmade the jewellery and sold it at a local community event. He then got to work planting vegetables for his local disabled community at the allotment in return for a donation to his fundraiser.

2024 CHALLENGE

Class that raised the most



Purple class enjoyed doughnuts as a class treat on Friday to celebrate their win. They were also presented with a framed certificate to go up in the classroom!

CFA are excited to share that every child in school had the opportunity to take part in our new Mini Medics program this week.

Mini Medics is a First Aid program designed especially for children taught by trained paramedics. All children will learn First Aid skills tailored to their age. This will vary from knowing what telephone number to call in an emergency to being able to help administer basic first aid, right up to CPR.

This is only possible due to your generosity during our fundraising events throughout the year.

Thank you!



Ice Pop Sales
every Friday after school from
14th June - 12th July





CALTON'S SUMMER FAYRE

Wednesday 3rd July

3.30 - 5.00pm

More details
coming soon!

SAVE
• THE •
DATE

