

Weekly Newsletter

W.B. 22.6.26

This week:

This week has been Arts Week! Each class has focused on a different environment.

Class 7 - Rainforest:

Class 7's focus during Arts week has been the rainforest. We have used a range of artistic techniques to create a variety of animals, trees and plants that you might find in the rainforest. Some cute and adorable, and others ginormous and scary! Throughout the week, we have used clay, paint, pastels, chalk, collage and different materials to create some beautiful pieces of work.

On **Monday**, the children immersed themselves in the world of the rainforest through a range of creative activities. They used clay to make rainforest animals, including snakes and monkeys, carefully shaping and adding details to their models. They also painted pictures of the Amazon River, using different shades of blue and green to represent the river and surrounding rainforest. To finish the day, the children took part in an energetic Samba-themed dance lesson, learning simple dance moves and enjoying the lively music.

On **Tuesday**, the children developed their drawing skills by sketching toucans and macaws. They paid close attention to the birds' features before colouring them with vibrant oil pastels. They experimented with blending techniques and thought carefully about the colours used in the background to make their artwork stand out. The children also enjoyed using maracas and shakers as they learned a traditional Mexican song and explored different rhythms and beats.

Wednesday was all about teamwork and mixed-media art. The children worked together to create a large "paint by numbers" style collage of a howler monkey, using a variety of materials and colours to complete the class project. They also used chalks to create colourful and funny tree frogs, experimenting with shading and blending. Another activity involved creating beautiful parrot pictures using watercolours and straws, blowing the paint across the page to create unique patterns and effects.

On **Thursday**, the children continued to develop their sketching skills by drawing a variety of rainforest birds using specialist sketching pencils. They focused on shape, detail, and shading to make their drawings realistic. They also continued working on their clay Amazon River masterpieces by adding colourful mosaic pieces. In addition, the children designed bright red-eyed tree frogs using pastels, experimenting with blending and layering colours to create eye-catching artwork.

On **Friday**, the children completed their clay projects by painting them and adding realistic details to bring their rainforest creations to life. They also made rainforest animal masks, decorating them with a range of colouring techniques and colourful feathers. To finish their exciting Arts Week, the children used chalks to create striking silhouettes of Amazon butterflies flying against a night sky, using contrasting colours to make their artwork stand out. Throughout the week, the children showed great creativity, enthusiasm, and teamwork. They explored a wide range of artistic techniques and materials while learning about the fascinating animals, plants, and culture of the Amazon rainforest. Their finished artwork reflected both their imagination and their developing artistic skills.

Class 8 - At the Beach:

Class 8 focused on the environment 'At the Beach' for Arts Week. We have looked at the different animals that you might find when you're on the beach and we have also identified different structures and objects you might spot there too! We also learned a range of sketching skills such as stippling, circulism, hatching and cross-hatching. This prepared us for completing our final sketch of a seashell. We enjoyed taking our time to complete this sketch and we ensured to use the sketching methods we had learnt.

On **Monday**, the children made waves with their creativity by using watercolour paints to create beautiful seaside-inspired artwork. Later in the week, they will be adding sandy footprints to complete their pictures. They also used clay to sculpt lighthouses and ice creams, carefully shaping and moulding the material to create detailed seaside models. The

children developed their observational drawing skills by sketching shells before using oil pastels and chalks to add vibrant colours and texture to their artwork. They also learned the song "*We Do Like to Be Beside the Seaside*", singing enthusiastically and beautifully as they explored a traditional seaside favourite.

On **Tuesday**, the children continued to develop their drawing skills by sketching a cheeky seagull carrying a fish in its beak. They focused on shape and detail before using oil pastels to add bright colours and bring their drawings to life. The children also enjoyed a variety of collage activities, creating colourful beach balls, bucket and spade pictures, and flip-flops using different materials, patterns, and textures.

On **Wednesday**, the children became seaside artists as they painted their own beach scenes on mini canvases. They carefully selected colours and added details to capture the atmosphere of a day by the sea. They also worked collaboratively to create two large surfboard collages, sharing ideas and combining different materials to produce eye-catching class artwork. Throughout the day, the children showed excellent teamwork, creativity, and enthusiasm while exploring the theme of the seaside.

On **Thursday**, the children used watercolour paints to create colourful beach umbrellas, experimenting with different colours and patterns to make their designs unique. They also returned to their earlier artwork, adding sandy footprints to both their wave paintings and beach scenes to create texture and bring their seaside pictures to life. The children enjoyed seeing their artwork develop as they added these final details.

On **Friday**, the children completed their Seaside Arts Week with a range of fun and creative activities. They created sandy animals that might be found at the beach, using a variety of materials to add texture and detail to their work. The children also made cheerful crabs using paper plates, carefully decorating them with bright colours and features. To finish the week, they constructed seaside beach huts using lollipop sticks, designing and decorating them to create charming miniature seaside scenes.

Throughout the week, the children demonstrated fantastic creativity, imagination, and teamwork. They explored a wide range of artistic techniques and materials while learning about life at the seaside, producing a wonderful collection of colourful artwork to celebrate their learning.

Class 9 - Under the Sea:

Class 9 have been focussing on 'Under the Sea' throughout Arts Week. We have looked at a variety of animals and features of the oceans to create various pieces of artwork.

On **Monday**, the children dived into a world of creativity as they explored the fascinating creatures that live beneath the ocean waves. They used clay to make a variety of sea creatures, carefully shaping and adding details to bring their creations to life. The children also created colourful collage sea creatures using a range of materials, textures, and patterns, developing their cutting and sticking skills. In addition, they painted a selection of underwater animals, experimenting with colour and brush techniques to capture the beauty of marine life.

On **Tuesday**, the children developed their drawing skills by carefully sketching whales, paying close attention to shape, proportion, and detail. They explored different drawing techniques to create realistic outlines before adding finishing touches to their artwork. The children also enjoyed creating vibrant clownfish using handprints, transforming their painted hands into colourful ocean creatures and adding details to make each one unique.

On **Wednesday**, the focus was on sculpture as the children used Mod Roc to create impressive jellyfish models. They learned how to shape, layer, and mould the material, carefully constructing three-dimensional artworks inspired by life beneath the sea. The children showed great patience and concentration as they worked on their sculptures, developing their understanding of form and structure.

On **Thursday**, the children continued to add colour and detail to their clay sea-themed masterpieces, bringing their creations to life with bright paints and careful finishing touches. They also painted a variety of sea creatures, exploring different colours and patterns found in the ocean. In addition, the children used oil pastels to create striking jellyfish pictures, experimenting with blending, layering, and shading techniques to achieve beautiful effects and make their artwork stand out.

Throughout the week, the children demonstrated fantastic creativity, imagination, and artistic skill. They explored a range of materials and techniques while learning about the wonderful world beneath the sea, producing a collection of colourful and imaginative artwork inspired by ocean life.

Attendance for KS1:

Class 7 - 94%

Class 8 - 91%

Class 9 - 96.6%

Reminders:

PE

Class 7 PE day is Thursday.

Class 8 PE day is **Thursday & Friday**.

Class 9 PE day is Thursday.

Children must have the following in their PE bag: t-shirt, shorts, tracksuit bottoms, jacket, pumps or trainers and earrings removed or tapped on their PE day (this cannot be done by a member of staff).

Their kit must stay in school for the week in the event that the PE day needs to change and / or a child has an accident so that we can change them into their own clothing so that they feel comfortable.

Homework

Homework will mainly be handed out on a Tuesday. On the odd occasion it may be on a different day due to timetable changes. Please return homework on a Monday. Handing it on a Monday gives you the opportunity before the weekend to ask the teacher any questions so that you are clear of how to support your child if unsure. There is a tray in each class where the homework needs to be returned. Please ask the teacher where this tray is if unsure.

Spellings

Spellings are handed out in phonics lessons every Thursday and your child will be tested on these spellings the following Thursday. Children will receive a list of spellings to practise each week. In addition to the spellings, children will be tested on a sentence containing the words. However, the sentence will not be sent home. This is to see if they can apply the spelling currently within their writing. Can you get your child to practise applying the words by creating their very own sentences?

Reading Diaries

Children in KS1 have all been provided with a Home Reading Diary. Please fill this in daily based on your child reading a couple of pages of a book or a whole book. Please return the Reading Diary to school each day and leave it in the designated classroom tray. There are books situated in the classroom for your child to take home when they have finished the book they are reading. Reading is extremely important to your child's development so we really encourage your child to read a book or pages of a book daily. If you are unsure of your child's reading book colour then please ask your teacher.

Online Safety

National Online Safety - Fake News

National Online Safety believe in empowering parents, carers and trusted adults with the information they need to hold informed and age-appropriate conversations about online safety with their child, should they feel it is needed. This week's focus is "Fake News".

What Parents & Carers Need to Know about ARTIFICIAL INTELLIGENCE (AI) SOLUTIONS

WHAT ARE THE RISKS?

ROOM FOR INACCURACY

AI solutions, such as language models, generate their responses purely based on the data they've been trained on, which often comes from sources on the internet. Whilst questions will often illicit relevant responses, if some of the information they've been 'fed' is incorrect, it follows that the answers too may contain factual errors or inaccuracies.

REINFORCING BIAS

AI solutions, such as those generating content or images, can perpetuate existing biases present in the data they were trained, whether through the algorithms written by humans or the content taken from the web. This could easily lead to biased responses and potentially reinforce existing stereotypes, such as those around gender, race or disability.

IRRELEVANT INFORMATION

AI solutions don't have the ability to understand the context or meaning behind a question or a user request. Although highly advanced, the AI relies entirely on the data it's been exposed to and is devoid of independent thought or reasoning, which could lead to irrelevant or even nonsensical responses to queries.

AI solutions are becoming increasingly popular. Trained on vast datasets of text (such as books, articles and websites) in order to learn patterns and relationships, AI solutions can generate text, images, audio, video, code or synthetic data, and can be used for things such as crafting poems or books, creating digital imagery or delivering video content. Recently there's been significant discussion in relation to the benefits and risks of AI solutions, with many undecided on whether it will be a force for good or potentially reduce the need for some job roles.

LACK OF ACCOUNTABILITY

Fundamentally, AI solutions are machines or technology programmes that don't have the ability to take responsibility for the responses they generate. This could lead to confusion or misunderstandings in certain cases if the answers are taken as given. For instance, image-generative AIs can lead to output clearly derived from other peoples' content but without any attribution to the original source artist's work.

STIFLING CREATIVITY

One of the potential risks of children and young people continually using AI solutions for things (such as their homework) is that eventually, they might become reliant on it. In the long term, this could potentially impact their development and hamper their ability to think creatively or solve problems independently without the aid of an AI tool.

Advice for Parents & Carers

CREATE A SAFE ENVIRONMENT

If possible, try to be around when your child uses any type of AI solution and employ content filters to try and reduce the chance of profanity or age-inappropriate subjects appearing in responses. As with any kind of technology, it's important to ensure that children are using AI solutions responsibly and to be there to enable opportunities to discuss their use as part of a safe environment.

PROMOTE CRITICAL THINKING

Explain to your child that AI solutions can be used as one of many tools to help them research and learn, but that they shouldn't simply accept the responses they receive as the truth. Encourage them to question, verify and think critically about the information they get back – all of which apply equally to any website or platform they use.

DISCUSS BIAS

Talk to your child about the potential biases that may be present in the data that AI solutions are trained on, and how these viewpoints might find their way into the responses that AI generates. Again, with many things children might read online, it's healthy for them to consider whether the information is factual and presented fairly.

ENCOURAGE HUMAN INTERACTION

Not only should children supplement any use of software like AI with additional resources such as books and reputable internet sites, but they also should remember what they can learn from interaction with other people. Discussing things with teachers, relatives and friends isn't just an important and often invaluable aspect of learning – it's an essential part of life, too.

CHECK SCHOOL RULES

Make yourself aware of any rules or guidance your child's school might have about the use of AI solutions. Most software is still extremely new, so many schools may not yet have a policy, however, it's important to make sure your child is aware of how to use it appropriately and will be using it for the right reasons.

Meet Our Expert

Gary Henderson is the Director of IT at a large boarding school in the UK, having previously taught in schools and colleges in Britain and the Middle East. With a particular interest in digital citizenship and cyber security, he believes it is essential that adults and children alike become more aware of the risks associated with technology, as well as the many benefits.



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Thank you
Miss Payne, Miss Aldam & Miss Howes