



St Mary's News

YOU'RE INVITED!

Reception & Year One
are inviting you to come and

SHARE A SOUND!

**Little sounds today,
BIG READERS TOMORROW!**

Friday 6th March

2:30 PM

In school

All parents & carers welcome

Cake and refreshments provided!

Healthy Snack Reminder

From after half term, at break time, children will only be allowed to bring fruit or vegetables as a snack. As a healthy school, we want to encourage good eating habits, support children's wellbeing, and help them stay focused and energized for learning.

Children in Reception to Year 2 will continue to be provided with fruit in school, so there is no need to send in a snack for these year groups.

Children in Key Stage 2 may bring in a piece of fruit or vegetables only to enjoy at break time.

Thank you for your continued support in helping us promote a healthy school. 🍓 🥕

Year 5 Swimming

Year 5 Swimming will begin in Week 2 of the Spring Two term - on Monday 2nd March 2026 the whole class will be going swimming together.

We ask parents to remind children of the safety rules so they can enjoy their swimming time weekly at St Peters.

Please make sure they have their swimming kit each Monday and are prepared.

Forest School /Outdoor learning Sessions - Spring Two

See below for Year Groups who will be accessing Forest School /outdoor learning in Spring Two. Please make sure your child brings in suitable wellies and waterproofs.

They may come to school wearing old clothes on the day of their Forest School. If you are struggling with providing waterproofs and wellies please come and speak to us and we can help .

Tuesday am -Reception

Tuesday pm - Year One (No Forest School on 24/2/26 - Due to Y1 Trip)

Monday am - Year Four

Lent



Lent is just around the corner, and we are looking forward to sharing this special season with our children and families at St Mary's.

As part of our Lenten journey, the children will be joining the Parish at St Mary's Church to share in daily Mass at 9:30am on the following dates:

- Reception and Year 6 – 26/2/26
- Year 1 and Year 5 – 10/3/26
- Year 2 and Year 4 – 12/3/26
- Year 3 – 17/3/26

Parents and carers are very welcome to join us at these Masses. As we are on half term for Ash Wednesday, we will instead be sharing a whole-school Mass together at school on Friday 6th March at 9:15am. Again, all parents and carers are warmly invited to attend.

Please note that there will be no Celebration Assembly on this day.

To conclude our Lenten journey, we would like to invite you to our Stations of the Cross Prayer Stations, which will be planned and delivered by our Chaplaincy Team. This will take place during Holy Week, on Tuesday 31st March at 9:30am, at school.




We look forward to this special time of Lent and to sharing it with you all!

Also, During Lent each Friday we will be wearing purple in exchange for a donation for our local foodbanks in the community.

These dates are as follows:

- Friday 27th February
- Friday 6th March
- Friday 13th March
- Friday 20th March
- Friday 27th March

Library

  **Guess what? Our library has opened its doors to everyone and their grown-ups... and we can't wait!**  **Every Friday after school, the library will turn into a cosy little adventure zone where you can:**

- **Dive into new stories**
- **Discover magical worlds**
- **Pick out a brilliant book to take home**

Bring your curiosity, bring your imagination — and bring your grown-ups too. We'd love to see you there!

Please note the library is now located in the main school building, pop into the office and we can show you the way!

Lunchtime Clubs

Next week we have some of the following clubs starting during lunchtimes... if you would love to learn a new hobby or practise some existing skills please come along!

Monday Lunchtime - Chaplaincy Team (existing members only)

Monday Lunchtime - Well-being

Tuesday Lunchtime - Choir (KS2 Children) - this will be starting after half term

Wednesday Lunchtime - Dance Club (KS2 Children)

Thursday Lunchtime - Prodigy/Timestable Rockstars Maths Practice (Years 3 &4)

Friday Lunchtime - School Council (existing members only)

Our Stars Of The Week...







Learning Letters Spring 1

Homework

We continue to ask that children read their reading books Wednesday, Thursday and bring that book on Friday.

Spellings will be given every Monday this term. Our class spelling test takes place every Friday morning.

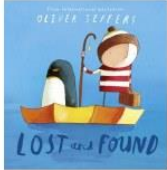
Year 1 have practiced number formation and have started to look at adding numbers within 10 (number bonds).

You will see below a few ideas for activities relating to our current topic. Please use one of these ideas or use your own idea as a basis for a home learning challenge this half-term. You can draw pictures, write sentences, or even take photographs of the work that you have carried out at home. Please hand your homework into school on or before **Thursday 12th February** so that we celebrate the children's hard work.

Year 1

Miss Daley

Learning Letter Spring 1 2025



Make a book about the special people in your life.

Create a friend for the little boy. What would it be called?

Make a 3D junk model of a penguin.

Write a short story based on a penguin. What would it look like? Where would it live?

Paint or draw a labelled picture of the winter season.

Mathematics

This half term we will revisit place value and then apply this to other mathematical topics. We will also cover adding by counting on up to 20, first and make number bonds to 20, near doubles and missing number problems. Playing games that involve mathematics at home will enhance children's understanding of place value and counting.

Key Instant Recall Facts

- Counting on from any number up to 20
- Counting backwards from any numbers between 0-20
- Number bonds to 10

English

This half term we will read *Lost and Found* by Oliver Jeffers. The children will use different grammar skills throughout this unit and to write in role of the character, explore thoughts and feelings and write their very own innovated version of this fictional story.

Children will take part in a minimum of 3 reading practices a week – Monday, Wednesday and Friday. We focus on different aspects of reading throughout these 3 days. This includes:

Reading practice 1: Decoding – identifying phonics within text

Reading practice 2: Prosody – reading with expression.

Reading practice 3: Comprehension – questioning throughout the story.

The same book is sent home on Wednesdays for children to read along with a reading for pleasure book.

Religious Education

In Religious studies this term, children will look closely at:

Anthology – *Callies to Jerusalem*

In this topic, the learning outcomes are to know and understand:

- Who Simon is and how he was guided by the Holy Spirit.
- Who did Jesus meet in his adult life as he began his mission.

Topic

In **Art**, the children will be looking at the unit 'Colour splash – Painting and Mixed Media'. We will also be looking at the artists Clarice Cliff and Jasper Johns.

In **Science**, Year 1 will look closely at 'Animals and Classification'. The children will be identifying and naming a variety of common animals that are carnivores, omnivores and herbivores.

In **History**, Year 1 will study the unit Castles. By the end of the topic children will have an understanding of the roles and responsibilities of people in a medieval castle. Be able to find and label the parts of a motte and bailey castle. To describe who William the Conqueror was and what he did and retell the Battle of Hastings using the Bayeux Tapestry.

In **ICT**, with Mrs Gorman, Year 1 will carry out Programming unit - Moving a robot. Children will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs.

In **Music**, with Mrs Gorman, all the learning in this half term is focused around different genres such as pop, reggae and funk.

Thank you all for your support. Please contact school if you have any questions or concerns about your child's learning, or wish to discuss any other issue.

Homework

Year 2 home learning challenges


We continue to ask that children read their reading books at home as often as possible and that reading records are signed by an adult. Some of the children are still working on their letter formation of the basic letter sounds. Any practice of these at home would be greatly appreciated. Here are the letter shape groups that we use when teaching them:

Curly Caterpillar Letters
 c c a a o o
 q q g g d d
 e e s s f f

Ladder Letters
 l l i i
 t t u u
 j j y y

One Armed Robot Letters
 r r b b n n
 h h m m
 k k p p

Zipping Monster Letters
 v v w w
 x x z z



Learn and Grow Together In Christ



Year 2 - Mrs. Jones
 Learning Letter Spring 1

2 LOVE READING
 Mrs. Jones's book recommendations this half term are:

- National Geographic Kids: Owls by Laura Marsh
- Owls (Usborne Beginners) by Emily Bone
- The Big Book of Birds by Yvonne Zimmer
- Follow the Swallow by Julia Donaldson

Mathematics

This half term we will be focusing on Money and Multiplication and Division. The children will be continuing to practise counting in 2s, 5s and 10s, adding and learning their 2, 5 and 10 times tables. It would help the children greatly if you could count with them in 2s, 5s and 10s at home. This can be done in the car, whilst out for a walk or even using 2p, 5p and 10p coins to assist in their understanding of money also. The children often find the topic money difficult due to the use of coins instead of cash, so any support from you at home in this area would be warmly welcomed. Activities you could try might be: how many 2p coins would I need to make 20p? Which has the greatest value (Compare two sets of coins) Addition of a certain set of coins beginning with the multiples of 10 coins first.

English

Our English unit will run for the whole of the Spring term and will focus on Birds. We will look at non-fictional reports, the fiction text 'The Owl Who Was Afraid of the Dark', persuasion and some poetry. The children will continue to build on their grammar skills, including consolidating their use of sentence punctuation, generating and using subordination for reason using because. Children will continue to apply their phonics knowledge in their writing throughout the term.

Below is a list of the Year 2 common exception words that the children will learn over the year. Please continue to practise these at home.

Word	Word	Word	Word	Word	Word
about	after	again	against	all	also
and	any	as	at	away	because
be	before	but	by	can	could
do	each	each other	either	enough	even
for	from	has	hasn't	he	his
in	in	is	isn't	it	its
me	me	me	me	me	me
of	off	on	on	one	only
or	out	over	over	so	some
than	that	the	there	there	there
to	to	to	to	to	to
was	was	was	was	was	was
wasn't	wasn't	wasn't	wasn't	wasn't	wasn't
we	we	we	we	we	we
with	with	with	with	with	with
you	you	you	you	you	you
your	your	your	your	your	your
yourself	yourself	yourself	yourself	yourself	yourself

Reading

In our reading and phonics lessons this half term, we will continue to be following the Little Wandle scheme. The children will bring their reading books home on Wednesdays and we ask that you return them on Fridays. Please continue to listen to your child read at home as much as possible to support the work we are doing in school and make a note in their reading diary. Just five minutes a day can make a huge difference!

Topic

In Religious Education this term, the topic is called 'Galilee to Jerusalem'. The children will build upon their knowledge of who Jesus is and understand how he teaches about the nature of God through parables and miracles that only God could perform.

In Geography, the topic is 'Hot and cold places'. The children will be looking at the contrast between the weather and climate in different areas of the world, including focusing on climate, rainforests, the equator and the North and South Poles.

In Science, the topic is 'materials'. In this topic, the children will investigate the different materials that objects are made from and how those materials can be changed. They will consider the suitability of materials for specific uses.

In Art this half term, our topic is 'Life in Colour'. The children will be exploring primary and secondary colours. They will be colour mixing, creating textures using of various tools and using collage techniques.

In Computing, our unit will be 'Programming - Robot Algorithms'. This will be an introduction to computer programming through giving a floor robot a set of instructions to follow. You may have some programmable toys at home that would support this. E.g. robots, moving remote control dinosaurs, the code-a-pillar etc. Or you could simply support understanding by giving your child a small set of precise instructions to follow when getting dressed/brushing teeth. There's a good example of this in the Clueyp episode, 'Robo Dingo' :)

Other important information:

☺ In Year 2 we will continue to be on Fridays and our latest school session will be on a Thursday for the next few weeks. We will inform you if this changes. On Thursdays, the children are welcome to come into school in non-uniform (old clothes) for forest school and will need to bring in their forest school kit also.

Where possible, please send the children in retro trainers, unless they can fit their own shoes. If you have purchased the new uniform, please label their jumpers.

Children are welcome to bring in a healthy snack for playtime, although this is not essential as we receive a fruit daily from the fruit and veg scheme.

Thank you for your continued support. Please communicate with school if you have any questions or concerns about your child's learning or any other issues.

Y3's **KIRFS** (key instant recall facts) for this half term are the eight times table. Children should be able to instantly recall multiplication and division facts up to 8x12=96. These will be practiced in class in a daily basis, but additional learning at home makes all the difference. Pupils can access the **Times Tables Rockstars** application at home, login details are in home reading records. More information on the **KIRFS** can be found on the class page of the school website.

Home learning challenge


Have a go at home! These home learning challenges are a great way to secure your learning whilst having fun at the same time! You will see below a few ideas for possible activities to complete at home relating to our current topics. You can draw pictures, write sentences or even take photographs. Please hand your homework in on or before **Friday 6th February** so that we celebrate the children's hard work in sizes and award prizes and dojos! Have fun!


Research an Anglo-Saxon settlement. Show what you have learnt through a drawing, use Minecraft to build it or create with using Lego.

Create a shadow puppet show. Take some pictures or film it and email to Mrs Tyson.

Practise your drawing and shading skills by drawing plants and flowers you have seen near home.

Create a Top Trumps card of an Anglo-Saxon pagan god.


**LEARN AND GROW
TOGETHER IN CHRIST**


**SCIENCE & HISTORY
LIGHT & ANGLO-SAXONS**

Year 3 Learning Letter
Mrs Tyson Spring 1 2026

Mathematics

This half term Year 3 will revisit mental calculations and apply these in different contexts. Children will also consolidate their knowledge of formal addition and subtraction. We will continue our work on multiplication and begin to explore division. All children will have a target linked to the recall of multiplication and division facts; support will be given at school but help at home via the Times Tables Rockstars would be very much appreciated. All children will continue to complete arithmetic exercises weekly, please ask your child about their progress in their multiplication tables.

English

Our English text for this half term is Ted Hughes' 1966 children's classic, *The Iron Man*. Hughes' surreal fantasy tale captures the imagination and provides us with many opportunities to develop our descriptive skills, speech writing and comprehension. We will practise our inference skills to explore more abstract questions, such as, "What makes a good friend?" and "What makes us human?"

Reading

Children will participate in four twenty-minute guided reading sessions per week. Each week the whole class will focus on a text. After reading the text, we will focus on questions based on the **VIPERS** (vocabulary, inference, prediction, explain, retrieve, summarise) reading targets. Children who read, succeed Please try to listen to your child read at home as much as possible. Just five minutes a day can make a huge difference. If you feel the level of your child's home reading book isn't suitable, please speak to Mrs Tyson or Mrs Francis.

Religious Education

In Religious Studies this half term, children will look closely at:

- Journeys: Family and community
- The local church and Eucharist



History

Our History focus this half-term is the Anglo-Saxons. The children will build on their chronology skills, learn about events, people and changes in Britain during this period, develop their enquiry and communication skills and use and interpret different sources and what they tell us. The children will learn about:

- Anglo-Saxon timeline of events
- Geography of Great Britain during the Anglo-Saxon era
- The Anglo-Saxon kings Alfred the Great and Athelstan.
- Anglo-Saxon culture
- Paganism and the introduction of Christianity.

Science

In science this half term our topic is Light. By the end of the unit children will be able to:

- Recognise that they need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by a solid object.
- Find patterns in the way that the size of shadows can change.
- Develop their scientific skills through investigations into light.

Art and Design

In Art and Design this half term, the children will be developing shading skills and drawing techniques to create botanical-inspired digital drawings. This unit will be done through forest school where they can closely observe plants and wildlife to draw.

Other important information

- PE in Year 3 will be on a Monday and Thursday afternoon. If children are not in the new sports uniform, please ensure they wear PE kit suitable for indoor and outdoor PE sessions. We will be covering gymnastics and cricket this half term.
- Spellings will be sent home every Monday. The homework sheet should be completed throughout the week ready for a test the following Friday. The children have learnt different strategies to practice their spellings and can do this on some paper as their homework if they prefer.

Thank you all for your support. Please communicate with Mrs Tyson should you have any questions or concerns about your child's learning or any other issue.

Times Tables Rockstars!

We continue to ask that children read their reading books every night. Spellings will be sent home each week to learn during the week ready for a test the following Friday. We also ask that children continue to practice their times tables throughout the year. In Year 4 children need to know all of their times tables up to 12 x 12! **Don't forget to use Times Tables Rock Stars!**

Home learning challenge
Fancy a home learning challenge? Here are some ideas of what you might like to do. You can send photos of the work on Class Dojo for us all to see.


Build a 3-D model.

Make a board game about the River Nile.

Find a pyramid net online and create your own model of an Egyptian pyramid.


Make a Scarab beetle box.

Create a project about King Tut. Why was he so famous?



St Mary's R.C. Primary School, Burnley

Learn and grow together in Christ.



Year 4 Learning Letter
Mrs Haida Spring 1 2020

Mathematics


This term, we will begin with multiplication and division, where children will focus on their 7x and 11x tables and related division facts. They will also practise written methods for larger calculations. Please encourage your child to use Times Tables Rockstars, which is a fantastic way to build speed and confidence. Next, we will move on to length and perimeter, learning how to measure accurately and calculate the perimeter of different shapes. After that, we will explore fractions, comparing and ordering them, and finding equivalents. Finally, we will finish the term with decimals, starting with tenths and progressing to hundredths, making links to fractions along the way. Please encourage your child to use Times Tables Rockstars which is a fabulous way for children to improve their knowledge in this area.

English

This half term, the children will enjoy reading The Firework Maker's Daughter by Philip Pullman as our main fiction text, exploring themes of issues and dilemmas. We will use this novel as inspiration for writing, developing grammar skills and focusing on accurate punctuation of speech and the use of commas in complex sentences. Building on this, the children will move into a unit on persuasion, where they will learn the key features of persuasive writing before creating their own advert or leaflet. Later in the term, we will read The Last Bear by Hannah Gold, which will provide further opportunities for discussion and comprehension, as well as inspiring responses.

Reading

Children will participate in daily 20-minute whole-class reading sessions a week. During these sessions the teacher and teaching assistant will work with all of the children on a text carefully selected to offer an appropriate level of challenge. Children will be taught different reading strategies that revolve around the following key areas of reading: vocabulary, inference, prediction, explaining, retrieval and summarising. Please support your child with their home reading.



Religious Education

In Religious studies this term, children will look closely at:

- Local Church
- Eucharist
- Lent/Easter
- Pentecost

Topic

In Science, our topic is States of Matter. This term, your child will:

- Compare and group materials as solids, liquids, or gases.
- Observe how materials change state when heated or cooled, and measure or research the temperature at which these changes occur.
- Learn about evaporation and condensation and how these processes are part of the water cycle.
- Investigate how the rate of evaporation changes under different conditions.

Carry out practical activities to explore these concepts and apply their understanding to real-life examples.

History/Geography

This half term we will complete our topic of Ancient Egypt. Throughout the topic, your child will develop their understanding of chronology and learn how our knowledge of the past is constructed from a range of sources. When we have completed this learning, we will move on to a Geography unit around North America.

Art

The children will be painting and using mixed media.

Computing

Programming and data logging.

Spanish

Presenting myself.

Other important information

- PE takes place on Monday and Tuesday afternoons.
- Forest school will take place on Friday afternoon.
- Ukulele lessons are on a Thursday afternoon.

Thank you all for your support. Please communicate with school should you have any questions or concerns about your child's learning or any other issue.

In addition to reading, times tables and spelling work, it would be lovely if you could try some more creative activities at home.

You will see below a few ideas for possible activities to complete at home relating to our current work. You can draw pictures, write sentences, create a PowerPoint or even take photographs. Please complete any challenges on or before Friday 12th February so we can see your hard work. Have fun!

Thinking about our science lessons, create a 3D solar system.





Using your knowledge of portraits, create a piece of artwork of an alien.



SOLAR SYSTEM

Year 5 Miss Howorth
Learning Letter Spring 1 2026

Mathematics

This half term, we will consolidate our previous work on multiplication and division, and we will then move on to fractions and percentages. It is very important that children know all the multiplication facts and associated division facts, and that they are able to utilise their knowledge in a range of contexts. Support will be given at school but help at home via the Times Tables Rockstars would be very much appreciated. I can send your child home with their login details on request.

English

This half term we will study the wonderful genre of science fiction. The children will use different grammar skills throughout this unit and, for a final piece, write their own story based using features found in the genre. Children will continue to practice Year 6 statutory spellings within this unit and your support in assisting your child to learn these spellings is very much appreciated.

Reading

Children will participate in five 30-minute whole class guided reading sessions a week, learning different reading strategies such as inference, skimming and scanning to aid and improve their reading comprehension.

Suggested reading for Year 5:

Explore other works linked to our class novel and in the science fiction genre. The following are especially recommended:

The Kid Who Came From Space – Ross Welford
George's Secret Key to the Universe – Stephen and Lucy Hawking
Cosmic – Frank Cottrell Boyce

Religious Education

In Religious studies this term, children will look closely at:

- Continuing Jesus' mission in diocese
- Lent, giving and sacrifice



Science



This half term, we will be looking Earth and space. We will be looking at the solar system and how Earth's movement and rotation affects us.

Art

In art, we will be studying how to create portraits using paint and mixed-media. The children will study his famous portraits, explore use of composition and colour and as a final piece, produce their own artwork of a portrait.

Other important information:

- PE in Year 5 is on Thursday and swimming is on Monday.
- Please can you make sure your child's belongings, including their uniform, are clearly marked with their name.
- Forest School is on Tuesday afternoons. Please ensure your child has appropriate footwear and coats for the weather.
- Try and read with your child as often as possible.

Thank you all for your support. Please communicate with school should you have any questions or concerns about your child's learning or any other issue.

Miss Howorth

In addition to reading, SATs Companion and spelling work, it would be lovely if you could try some more creative activities at home.


You will see below a few ideas for possible activities to complete at home relating to our current work. You can draw pictures, write sentences, create a PowerPoint or even take photographs. Please complete any challenges on or before **Friday 13th February** so we can see your hard work. Have fun!

Thinking about our class novel, create a 3D scene from The Wizard of Oz.


Design a poster for a film version of The Wizard of Oz.

Create a 3D volcano!

Research Picasso, create a piece of artwork based on The Eucharist.



St. Mary's R.C. Primary School
Learn and Grow Together in Christ



Year 6
Mrs Blezard & Mrs Stalton
Learning Letter Spring 1 2026

Mathematics

This half term, we will move on to ratio, algebra and decimals. It is very important that children know all the multiplication facts and associated division facts, and that they are able to utilise their knowledge in a range of contexts. Support will be given at school but help at home via the Times Tables Rockstars would be very much appreciated, as well as using SATs companion to support additional areas of work.

English

This half term we will study the wonderful novel "The Wonderful Wizard of Oz" by L. Frank Baum. The children will use different grammar skills throughout this unit and, for a final piece, write their own story based on the storyline of this novel. Children will continue to practise Year 6 statutory spellings within this unit and your support in assisting your child to learn these spellings is very much appreciated.

Reading

Children will participate in five 20-minute whole class guided reading sessions a week, learning different reading strategies such as inference, skimming and scanning to aid and improve their reading comprehension.

Suggested reading for Year 6:

We encourage you to explore other texts, the following are especially recommended:

Running Wild – Michael Morpurgo.
Stormbreaker – Anthony Horowitz.
Michelle Magorian – Goodnight Mr. Tom.
Alan Gratz – Refugee.
Eoin Colfer – Artemis Fowl.

Religious Education

In Religious studies this term, children will look closely at:

- Local church – to understand the Bible as the story of God's love, told by the People of God.
- The Eucharist.

Science

This half term, we will be looking at Evolution and Inheritance, we will be able to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

Art

In art, we will be studying the work of influential artists including: David Hockney, Paula Rego and Fiona Rae. The children will study their famous artworks, explore the use of composition and colour and as a final piece, produce their own artwork based on his distinctive style.

Other important information:

- PE in Year 6 is on Wednesday and Friday.
- Please ensure your child wears their PE kit in school on PE days.
- Please can you make sure your child's belongings, including their uniform, are clearly marked with their name.
- Try and read with your child as often as possible.

Thank you all for your support. Please communicate with school should you have any questions or concerns about your child's learning or any other issue.

Mrs Blezard & Mrs Stalton

Letters / messages sent home recently

- Year 4 - School trip to Manchester Museum
- Year 1 - Lancaster Castle Trip
- Forest School Letter

(If you are in need of a copy of one of these letters then please come to see us at the school office)

Information for Parents

AI is becoming a familiar part of young people's online experiences, with a growing number of school tools and entertainment platforms now using it, this [#WakeUpWednesday](#) guide breaks down what AI really is, helping adults explain it clearly and realistically so children don't overestimate its abilities or trust it unquestioningly.

With Safer Internet Day coming up on 10th February, it's the perfect moment to start meaningful conversations about how AI systems work, where they appear online, and why understanding them matters for safe, confident digital use.

Download your FREE copy here >> <https://vist.ly/4qaac>

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 spaces 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 how work is done, to build understanding and prevent false beliefs about AI being self-learning or alive.

2. TALK ABOUT RISKS OF MISINFORMATION
AI can create convincing false information, including deepfakes, videos, photos, and fake "Twitter" influencers. Encourage children to be critical 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 seems "off".

3. DISCUSS DATA AND PRIVACY
Explain that AI systems learn by analyzing lots of data, sometimes including personal information. Help young people to be mindful of what they share online and why connecting 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 their work and support parental needs. Try discussing 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 address risks and respect user voice modeling 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, your child might not use AI tools to complete school assignments without permission, or to avoid assignments. Use of voice assistants, consistent boundaries help manage screen time and use.

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. Balance 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's used, and how it's made, with safety and ethical thinking matters. Building digital literacy alongside ethical awareness ensures children engage with technology and use it responsibly. 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, and the broader 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 workforce and managing compliance. Our three memberships help all phases and types of setting raise standards, save time, reduce risk, and build a culture of engagement.

WakeUp Wednesday
The National College

@wake_up_weds **www.thenationalcollege** **@wake.up.wednesday** **@wake.up.weds**

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 04.02.2025

ESOL Classes



**Every Tuesday at 10.30am
from 6th January 2026
Down Town
Charter Walk Shopping Centre
Burnley, BB11 1QJ**

**To register your interest, please scan the
QR code below or email
LRITesolandcareers@lancashire.gov.uk**



1 - Starting 6th January 2026, Down Town will be offering free informal ESOL (English for Speakers of Other Languages) classes!

Two levels available:

- Beginners: 10:30 AM*
- Intermediate: 11:30 AM*

Register here: <https://forms.office.com/e/na6hWPb2st>

At The National College, our WakeUpWednesday guides empower and equip parents, caregivers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and digital citizenship. Formally delivered by National Online Safety, these guides now address wider topics and themes. For further guides, facts and tips, please visit wakecollege.com.

What Parents & Educators Need to Know about DIGITAL DEVICES & WELLBEING

Children aged 7 to 14 now spend roughly 3 to 5 hours a day on phones, tablets, consoles, and computers. That much screen time has parents and educators worried – not just about the hours logged, but about online safety and the knock-on effects on mental health. This guide brings together practical, expert-backed strategies so adults can nurture healthier digital habits and help young people thrive both on and offline.

WHAT ARE THE RISKS?

SLEEP DISRUPTION

Excessive screen time, especially before bed, can interfere with melatonin and disrupt sleep. Blue light emitted by devices can suppress melatonin, making it harder to fall asleep. Children may struggle to concentrate or engage in activities the next day if they're not getting enough sleep.

ONLINE PEER PRESSURE

Social media platforms expose children to unrealistic expectations and peer comparisons. Seeing others' curated lives can lead to feelings of inadequacy or pressure to conform to trends or behaviors to gain approval.

CYBERBULLYING EXPOSURE

Children may experience bullying through messages, comments, or social media. This can lead to anxiety, depression, and self-harm. Not all children understand how to report or block cyberbullies.

REDUCED PHYSICAL ACTIVITY

Time spent on devices often replaces outdoor play and physical activity. This sedentary behavior can contribute to obesity, poor posture, and reduced cardiovascular health.

EMOTIONAL DYSREGULATION

Fast-paced digital content can overwhelm young brains. Children may become irritable, impatient, or struggle with transitions and frustration when they're not engaged with screens.

PRIVACY AND SAFETY RISKS

Children may unknowingly share personal information or interact with strangers online. Without guidance, they may not understand the long-term consequences of their choices or make unsafe decisions.

Advice for Parents & Educators

SET CLEAR BOUNDARIES

Establish screen-free zones and device-free zones, e.g. classrooms and dinner tables. Use parental controls and co-create a digital use agreement with children to encourage responsible, fun, and scheduled screen time. Apps can help children understand and stick to limits.

ENCOURAGE OPEN DIALOGUE

Create a safe space for children to talk about their online experiences. Ask open-ended questions like, "What did you enjoy or find today?" to build trust and openness. Regular check-ins about online safety can show what they've seen or done online.

MODEL HEALTHY HABITS

Children mirror adult behavior. Demonstrate balanced device use, like taking screen breaks and prioritizing face-to-face interactions in person. Avoid phone use while driving or eating to model respectful communication.

PROMOTE DIGITAL LITERACY

Teach children how to evaluate online content, recognize misinformation, and understand privacy settings. Encourage them to think critically and act responsibly in digital spaces. You can use real-life examples from the news or social media to help children practice spotting fake information.

Meet Our Expert

Adrian Skellid is Associate Vice Principal for Personal Development at The National College. He has over 10 years of experience in education and works with schools on improving their mental health provision.



At The National College, our WakeUpWednesday guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Expertly advised by National Online Safety, these guides now address wider topics and themes. For further guides, facts and tips, please visit thenationalcollege.com.

What Parents & Educators Need to Know about MENTAL HEALTH MISINFORMATION ONLINE

A research study by Ofcom revealed that children aged 9-10 increasingly use online platforms like TikTok for mental health advice, with 50% relying on social media for information. Unverified medical content online is concerning, with the potential to cause confusion, anxiety, or incorrect self-diagnoses. This guide provides expert strategies to help parents and educators tackle misinformation effectively and ensure safer digital experiences for young people.

WHAT ARE THE RISKS?

POPULAR ONLINE SOURCES
Platforms like TikTok and Instagram are two of the most sources of young people's mental health content, videos and posts. Frequently feature unqualified influencers, unlicensed therapists, coaches, and wellness gurus. While appealing to young audiences, the unverified content can distort perceptions and create unrealistic expectations and unrealistic portrayals of mental health experiences.

RISK OF SELF-DIAGNOSIS
Social media's misleading content encourages young people to self-diagnose serious mental health conditions inaccurately. Misdiagnoses can exacerbate anxiety, cause unnecessary worry, and delay essential professional intervention. This may also impact their ability to access appropriate conditions and mental health services, access ongoing support, and receive professional support.

LACK OF FILTERS
Social media platforms struggle to filter misinformation effectively. During this time, content is spread widely and quickly. Without proper guidelines, young people are more likely to be misled, potentially exacerbating inaccurate mental health beliefs. This is particularly concerning as their decisions about seeking professional help are being influenced by unverified content.

IMPACTFUL PAST TRENDS
Historically, online mental health misinformation has led to harmful trends, including challenges, eating strategies or disordered behaviours for weight loss, and fitness trends that stress on anxiety. Youth have spread drinking habits, understanding the risks when misinformation is not properly addressed or corrected by knowledgeable adults.

MISLEADING CLINICAL TERMS
Online trends often include the misuse of clinical terms such as 'Healed in 30s', making serious conditions seem trivial or easily cured. This can lead to young people being misled into self-treatment, potentially preventing them from identifying and seeking professional help for their condition.

REPLACING PROFESSIONAL HELP
Frequent reliance on digital content can mean young people miss out on professional support when needed most. This can lead to worsening mental health, self-harm, and other serious outcomes. It is essential to encourage young people to seek professional help when needed, and to ensure they are not misled by unverified content.

Advice for Parents & Educators

MONITOR ONLINE ENGAGEMENT
Regularly review and discuss young people's online activity, including engagement with content, to ensure content is safe and appropriate. Encourage young people to be critical and to question content they see online. Encourage them to be open and honest about their online activity.

SCHOOL-HOME COLLABORATION
Strengthen collaboration with educators to integrate digital literacy literacy into the school curriculum. Encourage young people to be critical and to question content they see online. Encourage them to be open and honest about their online activity.

IDENTIFY RELIABLE SOURCES
Teach young people to critically evaluate mental health content by checking credentials, source authority, and evidence-based information. Encourage them to be open and honest about their online activity. Encourage them to be open and honest about their online activity.

ENCOURAGE OPEN DIALOGUE
Foster a non-judgmental environment where young people feel comfortable discussing online content. Regularly talk about their online experiences and encourage them to be open and honest about their online activity. Encourage them to be open and honest about their online activity.

Meet Our Expert
Helen Battersby is Director of Digital Education Ltd, Director for Wellbeing and Family Services at Leigh Tross, and Lead expert for mental health at The National College. Helen specialises in strategic, expert advice, resources for schools, supporting educators and families to improve resilience, emotional literacy, and overall wellbeing for children across the UK.

WakeUpWednesday
The National College

[@wake_up_weds](https://www.wake_up_weds) www.thenationalcollege.com [@wake_up_wednesday](https://www.wake_up_wednesday.com) [@wake_up_weds](https://www.wake_up_weds.com)

None of this guide is or of their own discretion. No liability is entered into. Current as of the date of release: 28.01.2025

We also need your help with donations for our Mud Kitchen and forest school!

Donations of pots, pans and utensils for our mud kitchen would be very much appreciated, along with any old wellies and waterproofs that you no longer have a use for that our children can wear whilst joining in with our new forest school.

Many thanks

NHS
Lancashire &
South Cumbria
NHS Foundation Trust

East Lancashire Young People's Mental Health

**Concerned about your Mental Health?
Are you under 18 or concerned about
someone under 18?**

Advice sessions are available on-line via
'Attend Anywhere'
Delivered by CYPMH East
tinyurl.com/ELCAS-LSCFT



Enter the word "CYPMH East" as the first name and "drop in" as the
second name followed by your date of birth.
You will then enter our virtual waiting area where we will collect you.

Wednesday 7 th January 2026	1pm – 3pm
Wednesday 14 th January 2026	3pm – 5pm
Wednesday 21 st January 2026	5pm – 7pm
Wednesday 28 th January 2026	1pm – 3pm

Our new school uniform is now available to purchase from Moonline. Prices are listed below.

We realise that the process converting to the new uniform has not been smooth sailing therefore we understand if you do not wish to purchase the new uniform until the new academic year (September 2026). Please note that when we return in September 2026 the new uniform will be compulsory for all pupils.

If you are in need of any of our 'old style' uniform, please get in contact with us and we can help with some of the stock we have in school.

We hope this provides families with ample time to make purchases and prepare for the transition.

Navy/Sky - ¼ Zip Top -3-4 Yrs - 11-12 Yrs - £13.99 12-13 Above - £14.99

Navy/Sky - Polo - 3-4 Yrs - 11-12 Yrs - £11.50 12-13 Above - £12.99

Navy/Sky - Shorts - 3-4 Yrs - 11-12 Yrs - £8.99 12-13 Above - £9.99

Navy/Sky - Leggings - £11.50 All sizes to 13 Years

Navy/Sky - Track Bottoms - £12.99 All sizes to 13 Years

Parents,

If there are any changes in terms of allergies, medication, contact numbers, photo consent or anything we need to know about please ensure that you are keeping us regularly up to date. If you also would like to come in and check with us that what we have on our system is correct please call into the office, it is so important that we have all the correct and relevant information to keep your children safe.

Kind Regards

The office team



St. Mary's R.C. Primary School
A Voluntary Academy

Holcombe Drive, Burnley, Lancashire BB10 4BH

Tel: (01282) 427546

e-mail: messageus@st-marys-burnley.lancs.sch.uk

web-site: www.st-marys-burnley.lancs.sch.uk

Head teacher: Mr Ian Jones



Dear Parents/Carers

Due to a child in our school with a severe nut allergy we are now a nut free school.

Please ensure that any snack or packed lunch your child brings to school does not contain any nuts.

Thank you for your continued support.

Kind Regards

School Office

Online Safety

Please find below some information on how to help keep children safe on social media and some guidance on how to set parental restrictions on devices and accounts.

Social Media



Facebook (13+)

Included in Facebook's settings are the ability to set who can see your posts, who can contact you and the ability to review all posts before appearing on your timeline.

Unfriend: go to their profile, click on the three dots, click on Following and tap Unfollow.

Blocking: go to their profile, click on the three dots and select Block.

Facebook Privacy Check up: this tool helps you review your settings: <https://www.facebook.com/help/1297502253597210>

You can also set up Family Centre (supervision) on Messenger: <https://en-gb.facebook.com/help/messenger-app/182587384506653>



Instagram (13+)

When you set up your account, it is automatically set as public (except if you are under 18 and it is set to private as default, although you can change it to public).

Remove a follower: Go to their profile and tap 'Following' and select Unfollow.

Blocking/Reporting: To do this, tap their username, tap on the 3 dots in the top right and select Block or Report.

Turn off commenting on a post: Tap the 3 dots above your post and select Turn Off Commenting.

Find out more here: <https://help.instagram.com/196883487377501>

You can also set up Family Centre (supervision) to give you access to tools such as see who your child follows and screen time: <https://help.instagram.com/9549867563184597>
[help/faq_content](https://help.instagram.com/9549867563184597/help/faq_content)



WhatsApp (13+)

By default, WhatsApp sets your privacy settings to allow any WhatsApp user to see your read receipts, last seen, about and profile photo. To change any of these settings, go to Settings and then select Privacy.

Blocking/Reporting: You can block and report a user by clicking on their name and selecting Block or Report. You can report any issues direct to WhatsApp within the app by going to Settings, Help, Help Centre and Contact Us.

Find out more here: https://faq.whatsapp.com/1313491802751163/?locale=en_US



TikTok (13+)

You can choose to have a public or private account. If you set your account to private, then only those you accept as friends can see your videos. To do this, go to your profile, tap the 3 line icon, tap Settings and Privacy, go to Privacy and turn on Private account (by default accounts for people under 16 are set to private).

Report inappropriate content: you can report an account, video, comment and message. Follow the instructions here: <https://support.tiktok.com/en/safety-hc/report-a-problem>

Family Pairing

You can use Family Pairing to link your own TikTok account to your child's account. This will give you access to additional controls such as:

- **Screen Time Management:** Control how long your child can spend on TikTok.
- **Direct Messages:** Limit who can send messages to them or turn off direct messaging completely. Direct messaging is automatically disabled for registered accounts between the ages of 13 and 15.
- **Restricted Mode:** Restrict the appearance of inappropriate content.
- **Search** - Option to disable.

Find out more here: <https://www.tiktok.com/safety/en/guardians-guide/>



X (13+)

When you set up your X account, you can choose whether you would like to keep your tweets public or protected (private). To check, go to Settings and Privacy, select Privacy and Safety and then Audience and tagging and ensure Protect your posts is selected.

Unfollow somebody: Go to their profile, click on 'following' to then select 'unfollow'.

Blocking/Report: Go to their profile, click the three dots and select block or report.

Location: To keep your location private (so followers can't see the location you are tweeting from), under Settings and Privacy, select Privacy and Safety, select Location Information and ensure Precise location is disabled.

Find out more here: <https://help.x.com/en/safety-and-security/x-privacy-settings>



Snapchat (13+)

When you set up your account, it is automatically set so only friends you've added can contact you or view your story.

Unfriend: Go to the chat screen, tap and hold on a friend's name, tap 'Manage Friendship' and then tap 'Remove Friend'.

Block a friend: Go to the chat screen, tap and hold on a friend's name, tap 'Manage Friendship' and then tap 'Block'.

Location settings: This feature allows your friends to see where you are (including when you are at home) when you have the app open. It is so important that you check your child's settings for this feature. Your location won't be shared on the map until you open it for the first time, at which point you can choose (please note that snaps you submit to Snap Map can still show up on the Map, no matter what location setting you choose):

- **Ghost Mode (Only Me):** your location won't be visible to anyone else.
- **My Friends:** your location will be shared with all of your friends.
- **Select Friends, Except ...:** your location will be shared with your friends, except the friends on this list.
- **Only These Friends ...:** choose specific friends to share your location with.

Who Can Contact Me: in your privacy settings you can choose who can contact you directly with Snaps, Chats, calls, etc. Remember, if you're in a group, then anyone can communicate with you in that Group Chat regardless of your settings. Find out more here: <https://help.snapchat.com/hc/en-gb/articles/7012343074580-How-do-I-change-my-privacy-settings-on-Snapchat>

Family Centre: this can be set up to provide parental control settings such as limit your child's ability to view certain content in the Stories and Spotlight tabs. Find out more here: <https://help.snapchat.com/hc/en-gb/articles/7121394944788-What-is-Family-Centre>.

Mobile devices

You can set up free parental controls and restrictions on most mobile devices, which can limit what your child can access.

iOS



Using Content & Privacy Restrictions in Screen Time, you can block or limit specific apps and features on your child's device. Find out more here: <https://support.apple.com/en-gb/105121>.

Apple have also created this support page for families: <https://www.apple.com/uk/families/>

Android



When you turn on parental controls, you can restrict what content can be downloaded or purchased from Google Play based on maturity level.

Find out more here: <https://support.google.com/googleplay/answer/10757387#en-GB>

You can also set up Family Link, which lets you set digital ground rules as well as see where they are, receive notifications when they arrive or leave a certain location and set screen time limits. You will need to download Family Link onto your own device first and then link your child's account to it.

Find out more here: <https://families.google/familylink/>

Dates for your diary

Upcoming events:

February:

- **Monday 9th** - Reception Heights & Weights in school
- **Wednesday 11th** - Parents Evening
- **Thursday 12th** - Year 4 trip to Manchester Museum
- **Friday 13th** - School closes for half term (normal time)
- **Wednesday 18th** - Ash Wednesday
- **Tuesday 24th** - School re-opens
- **Thursday 26th** - Stage 3 Sacramental Programme meeting

March:

- **Tuesday 3rd** - World Wildlife day
- **Monday 9th** - Science week
- **Thursday 12th** - Stage 4 sacramental programme meeting @ St Mary's school 6:30pm
- **Tuesday 17th** - St Patrick's day
- **Monday 30th** - Holy Week