

PUPIL POST



3rd Sunday of Easter Year C
4th May 2025



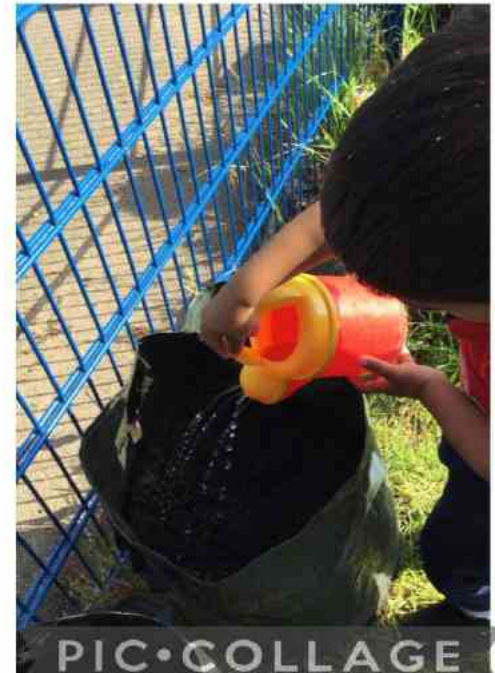
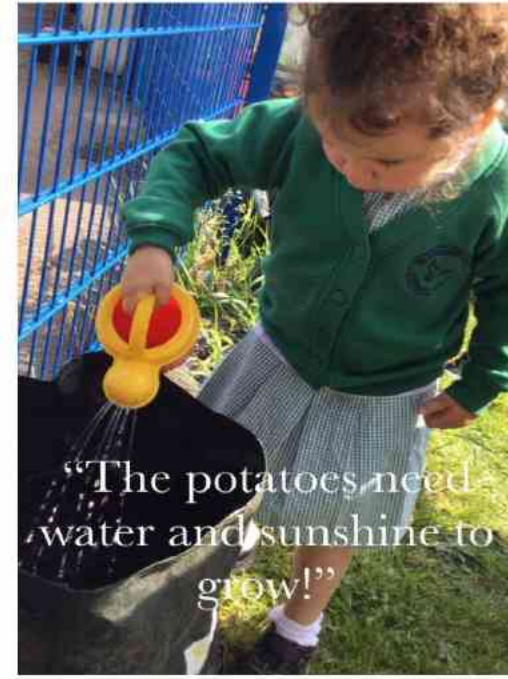
Last Thursday, the Nursery class planted their potato seeds.

We will be watching them grow and using a chart to identify the different stages along the way.





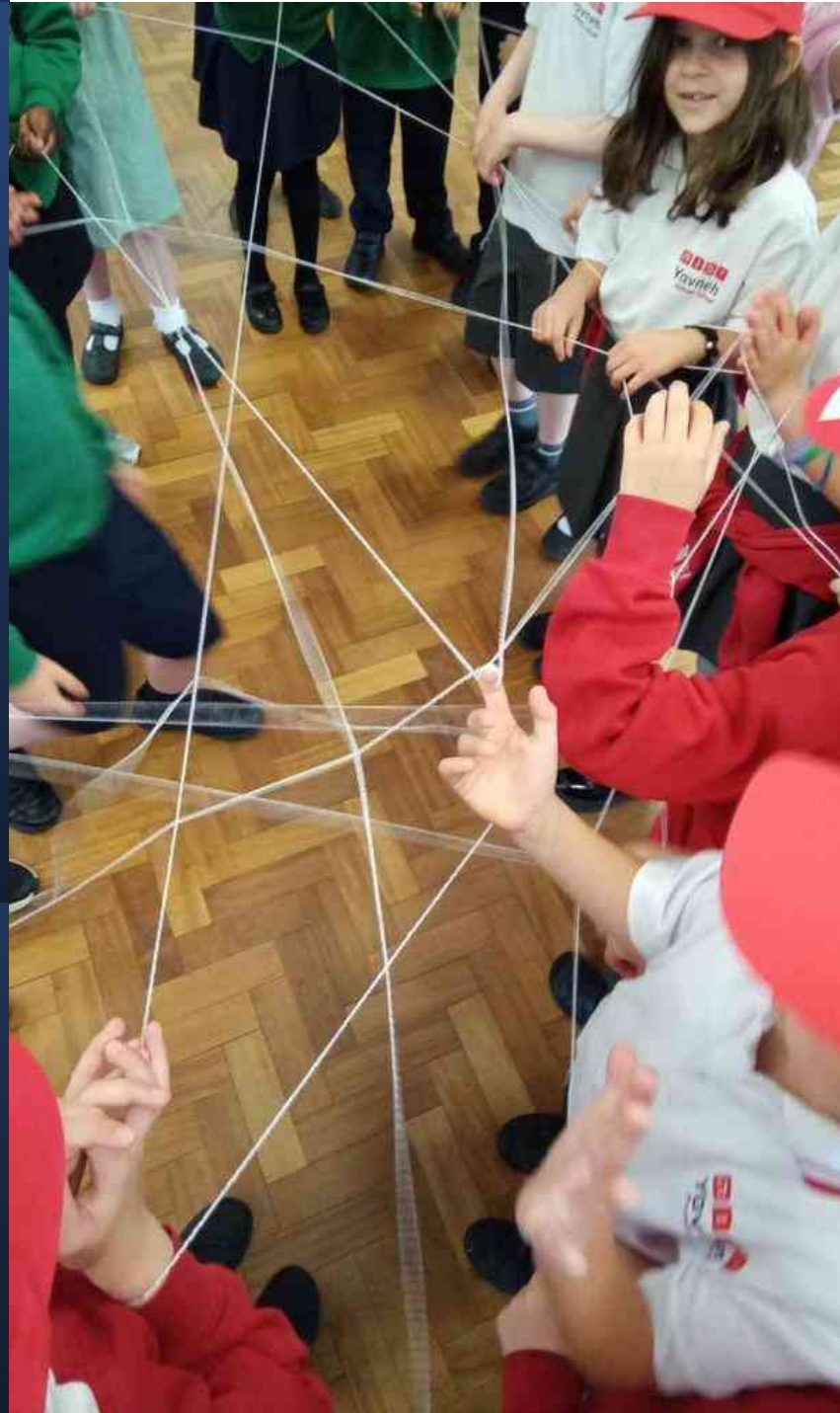
The children
enthusiastically
watered the
potatoes, and
God our
Father
provided the
sunshine.



**Year 4DA
were writing
short poems on
Monday in
English using a
thesaurus to
improve their
vocabulary.**



Year 3 had some really special visitors on Monday. Our friends from Yavneh school came and taught us about their faith.

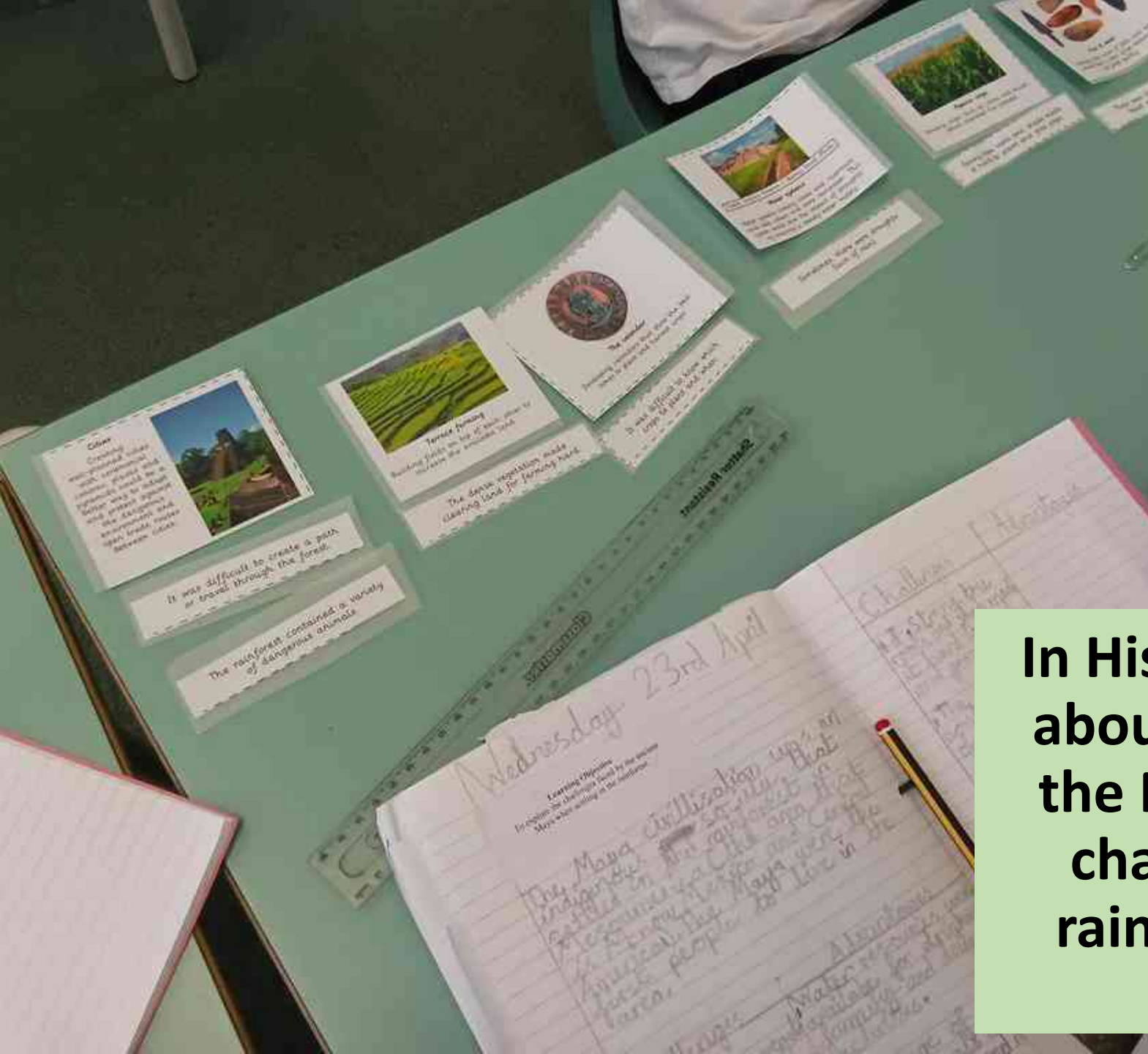


We shared special connections that we have. It was a special morning





**Year 3 had fun at playtime with their visitors.
Plenty of friendships were formed.**



In History, 4DA were learning about the possible solutions the Maya people had to the challenges of living in the rainforest of Mesoamerica 2000 years ago.

Reception classes loved their cricket enrichment activities which were delivered by 'Chance to Shine.'



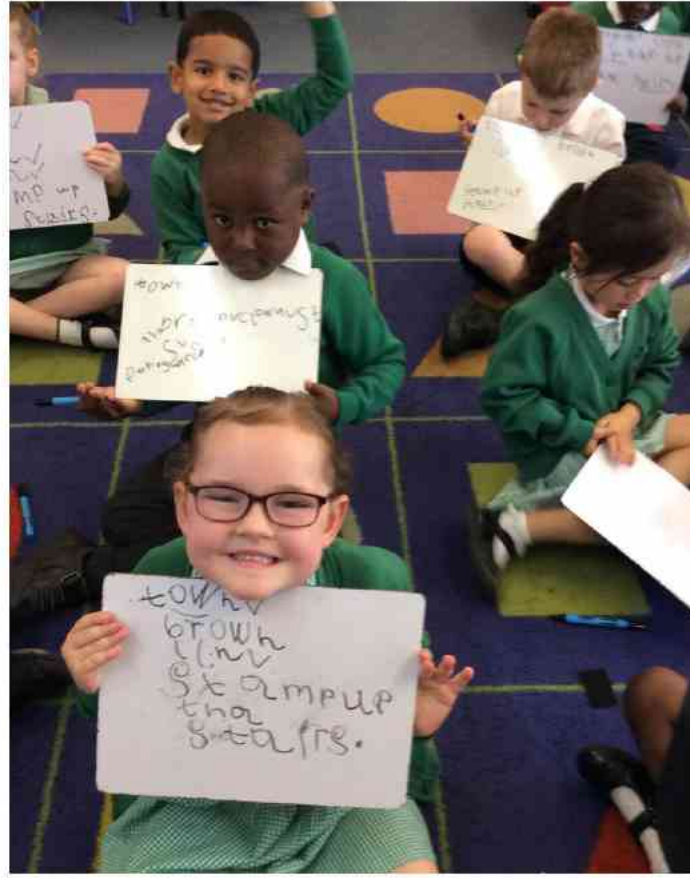
Watch them developing their skills:

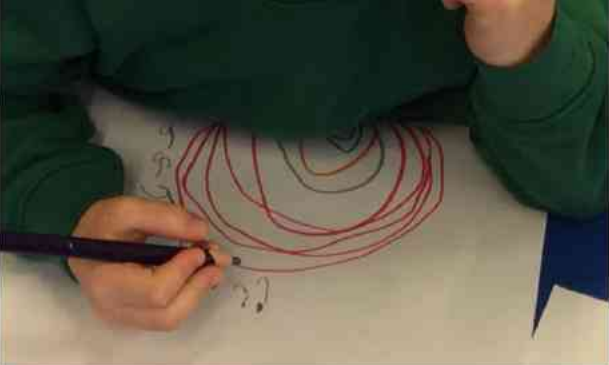
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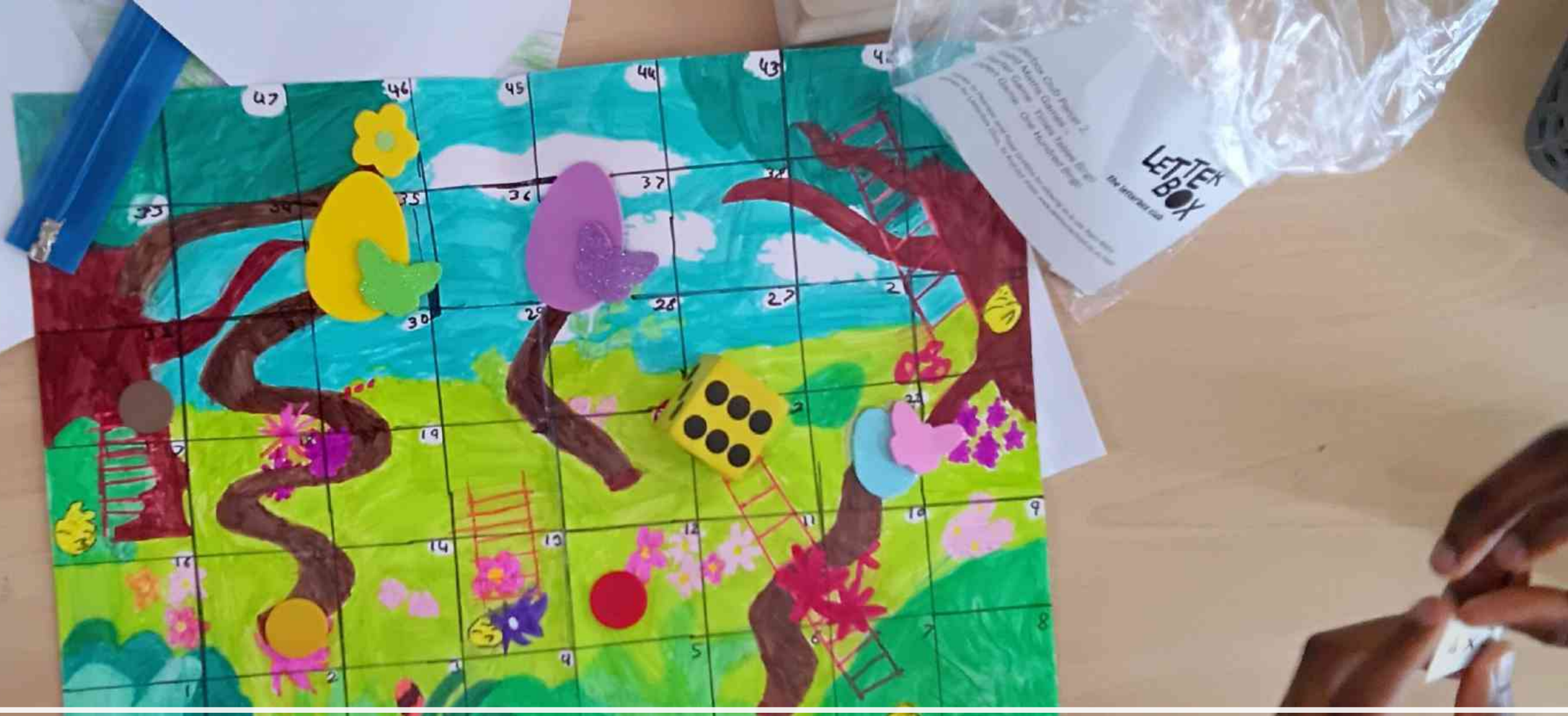
PIC•COLLAGE

What a busy week in Reception!





**Counting, creating, writing,
drawing, modelling and
imagining.
Super learning everyone!**



Great fun and learning in Year Five Teresa as we play the maths board games we created.

Y5 Agnesi had a great time too playing our maths board games that we created for our Easter Holiday homework project!





What a beautiful day
for our wellies walk!



"What do you see?"



"Bluebells!"



PIC•COLLAGE

**Nursery class making the
most of the glorious
weather.**



"The buds on the trees
are now leaves!"



Encouraged to ask
questions to find out
more!



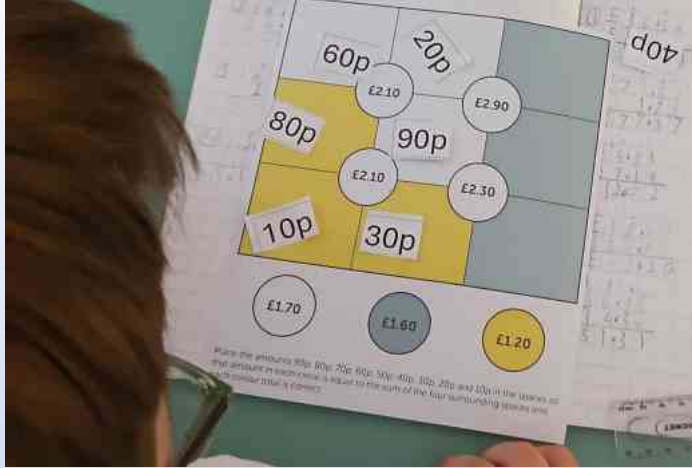
Drawing children's attention to
a wide range of examples of
print with different functions.

This equipment is NOT
to be used when children
are unsupervised.
Thank You

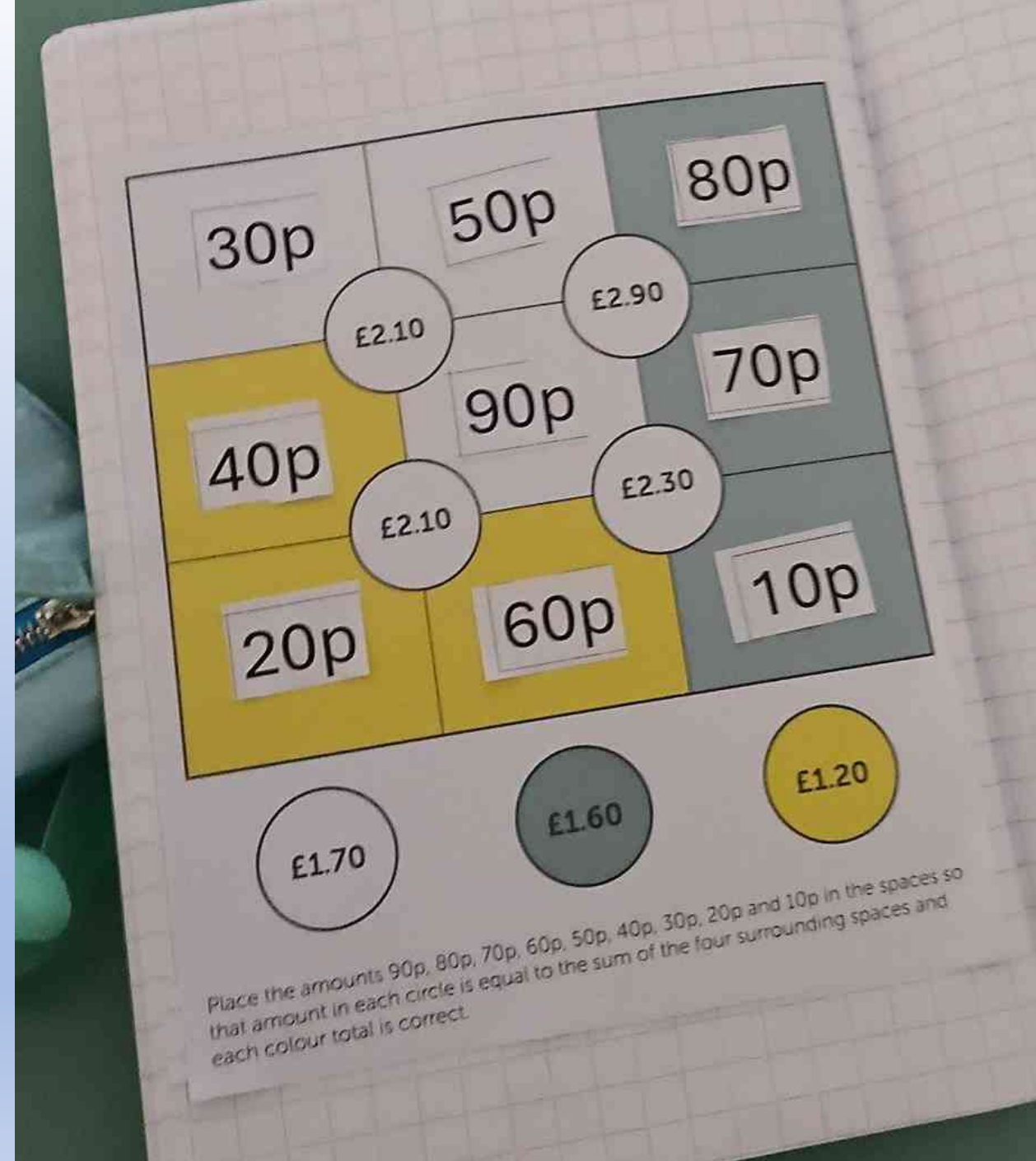
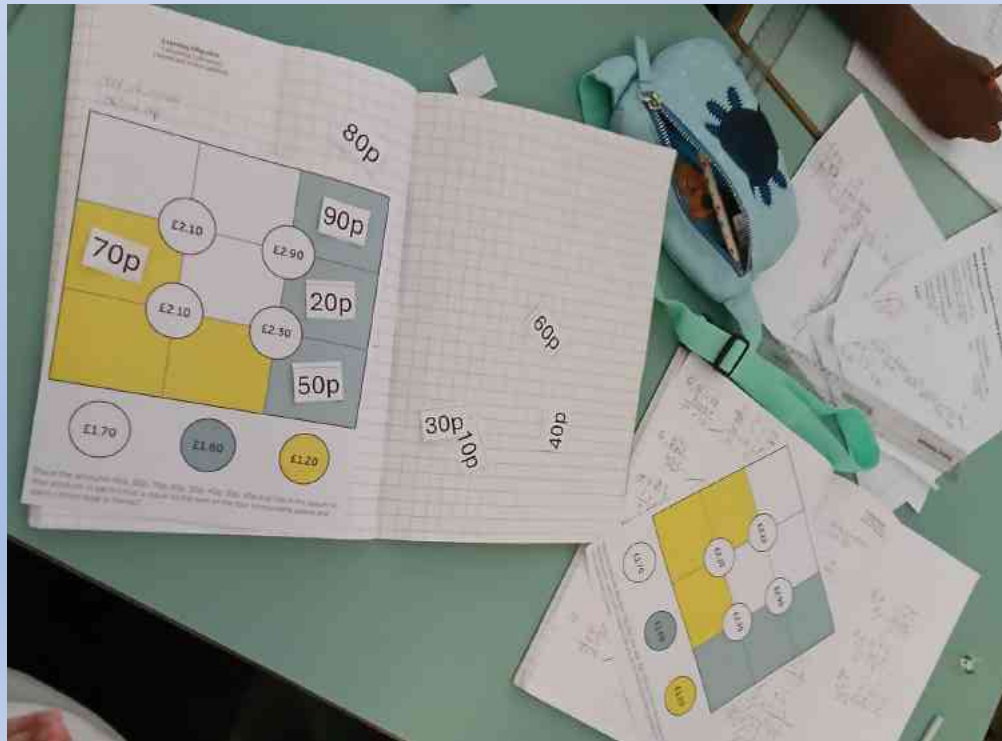
Talking
about what
they see,
using a wide
vocabulary



PIC•COLLAGE



In Maths, 4DA were trying to solve a SUKO problemand did so after trial and error.





The road to Emmaus. This week Year 1 has been learning a new story from the Bible. We listened, watched and acted the story, before we completed our booklet.



The disciples
wer working to
Emmaus.



Then they
^{saw} a man
they didnt recognis
him.



Jesus blessed they. celebrated
the bread because Jesus
was alive
Jesus.



one day
two of the
4 friends wanted
to Emmaus.



Then a
man went
with them.



The man
took the bread and
then they recognis
it was Jesus.



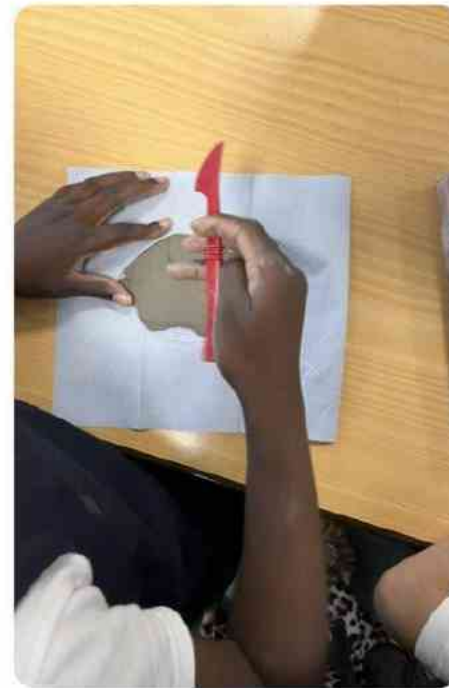


Art Club got underway early this week. The children explored how colours work, understanding primary colours and mixing secondary colours.

**They
enjoyed
seeing what
happened
when colours
were
combined
and
discovered
new shades.**



Y2 really enjoyed exploring moulding and mark making on clay in our art lesson this week.



Happy May Day!



May Day

Pole Dancing



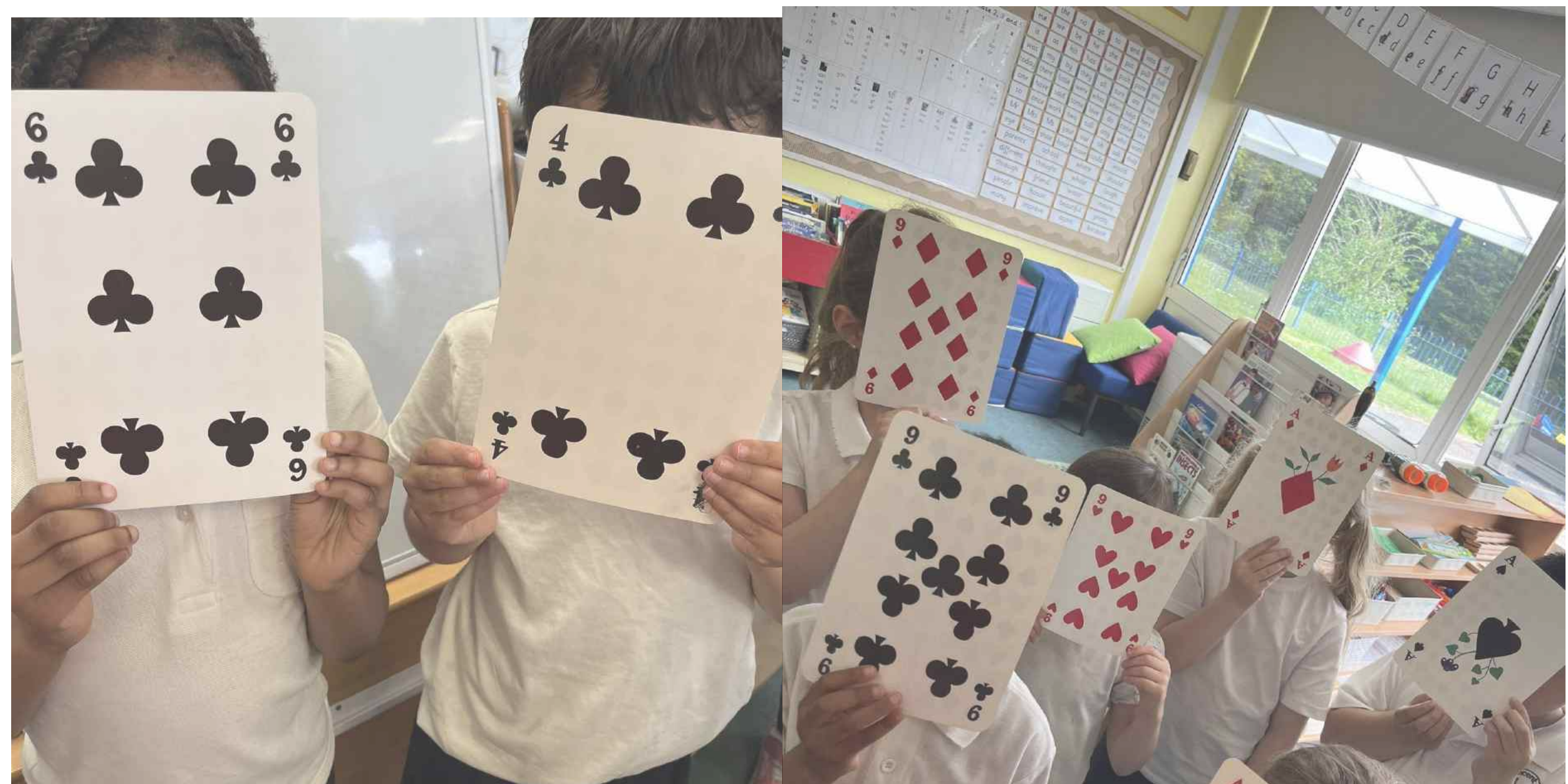
PIC•COLLAGE

Y5 Agnesi have looked at pop up books and mechanisms in DT, and have designed their own books based on children's stories.





**We are excited to start making
them soon!**



Number pairs to 10 have been a priority this week in Year 1.

Remember to practise them for home learning as we prepare for more games next week.



Task B:

- 1) Use your number pairs to 10 to find the missing parts and write the equation for each.

a) $10 - \boxed{9} = 1$ ✓

b) $10 - \boxed{8} = 2$ ✓

c) $10 - \boxed{7} = 3$ ✓

d) $10 - \boxed{6} = 4$ ✓

- 2) Use your number pairs to 10 to solve the following.

a) $10 - \underline{3} = 7$

b) $10 - \underline{7} = 3$

c) $10 - \underline{4} = 6$

d) $10 - \underline{6} = 4$ ✓

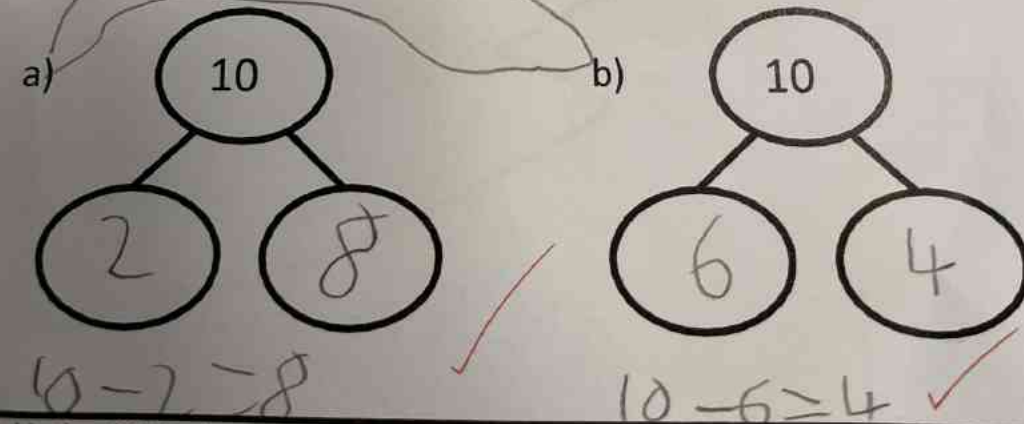
e) $10 - \underline{2} = 8$

f) $10 - \underline{8} = 2$

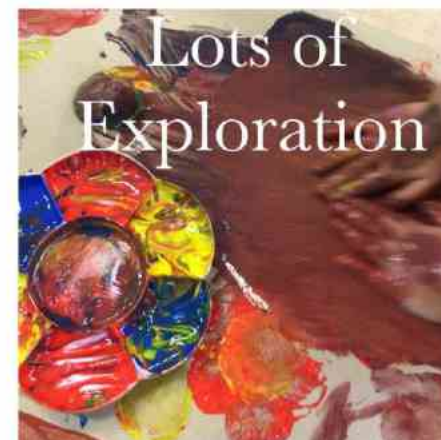
g) $10 - \underline{0} = 10$

h) $10 - \underline{10} = 0$ ✓

- 3) Choose two of the equations above to represent on a part-part-whole model.



The Nursery was full of smiles, laughter and colour



Adult-led

PIC•COLLAGE

PIC•COLLA

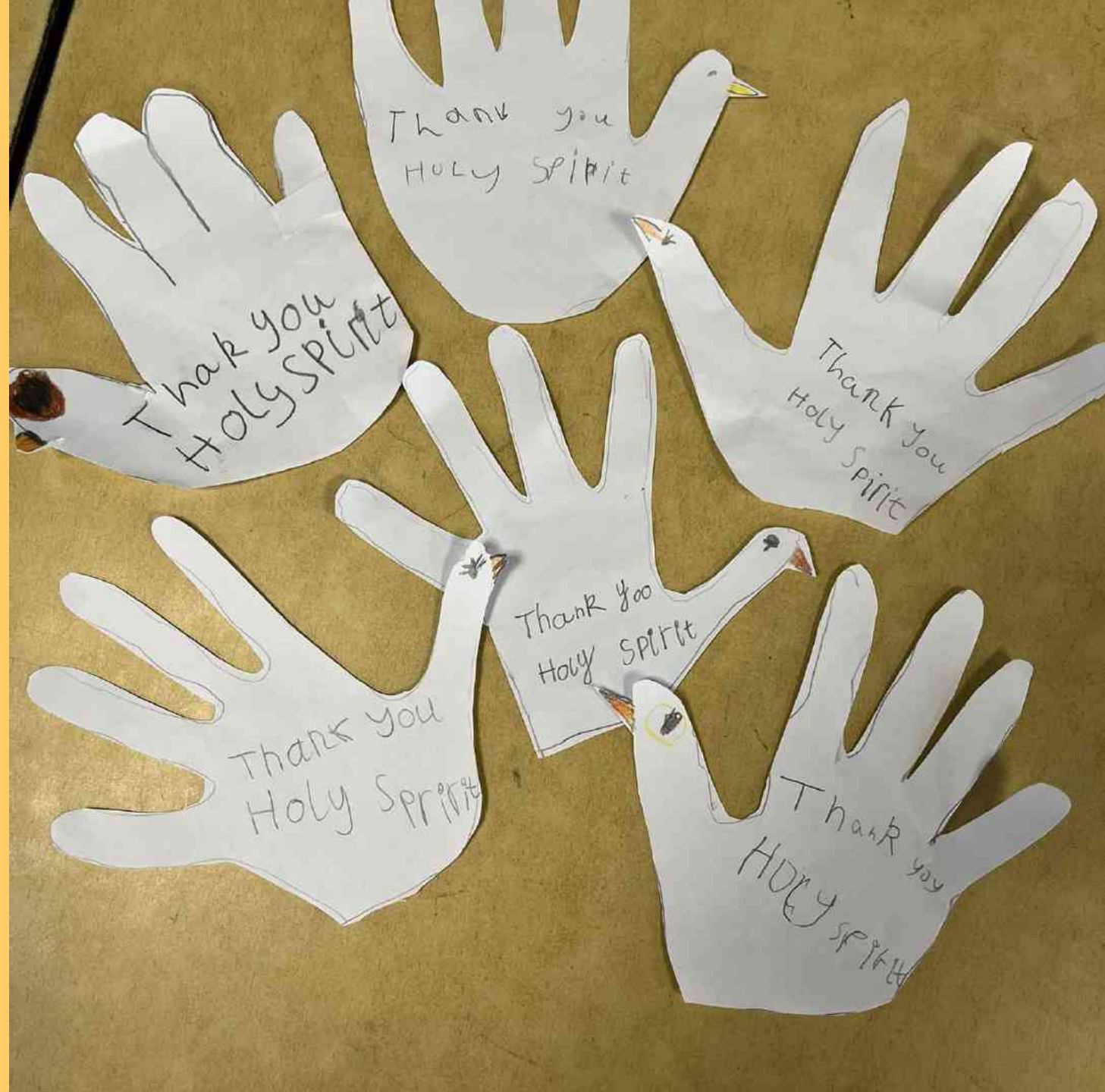
FUN PLAY - exploration!



Watch here:

<https://x.com/i/status/1918286775509791116>

**Year One
ended our week
celebrating the
beautiful prayer,
Glory Be.**



Glory be to the **Father**,
and to the **Son**,
and to the **Holy Spirit**,
as it was in the beginning,
is now, and ever shall be,
world without end.

Amen.



Thank you for making the animals
because they look cool. Thank you for
making the world because
everyth~~ing~~ think is good.
Thank you for making our friends
because they help us.
Thank you for making the trees
because they make the birds
safe. Thank you for making the
ground because the worms are
safe.

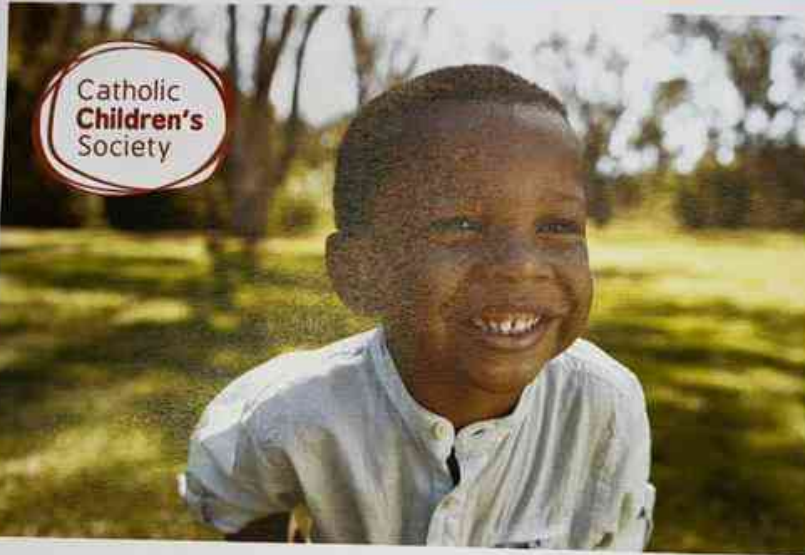
We glorify God the
Father, God the Son
and God the Holy
Spirit and we give
thanks

We celebrate that we have a special prayer in the Church for giving glory and praise to God
the Father, Jesus his Son and the Holy Spirit.

Glory be to the **Father**,
and to the **Son**,
and to the **Holy Spirit**,
as it was in the beginning,
is now, and ever shall be,
world without end.
Amen.



Thank you for making me and my friend
and the flowers and for my family
and Thank you friend ship and the
Wunder World. It is ^{very} nice how



St Vincent De Paul Catholic Primary School

Thank you for raising

£625.08

to help local disadvantaged children and families

Head Office: 73 St Charles Square, London W10 6EJ. Tel: 020 8969 5305. President: Cardinal Vincent Nichols. Vice President: Archbishop John Wilson.
Chief Executive & Company Secretary: Greg Brister. Registered Charity No. 210920

**Thank you
to everyone
in our
community
for raising
£625 for the
Catholic
Children's
Society.**

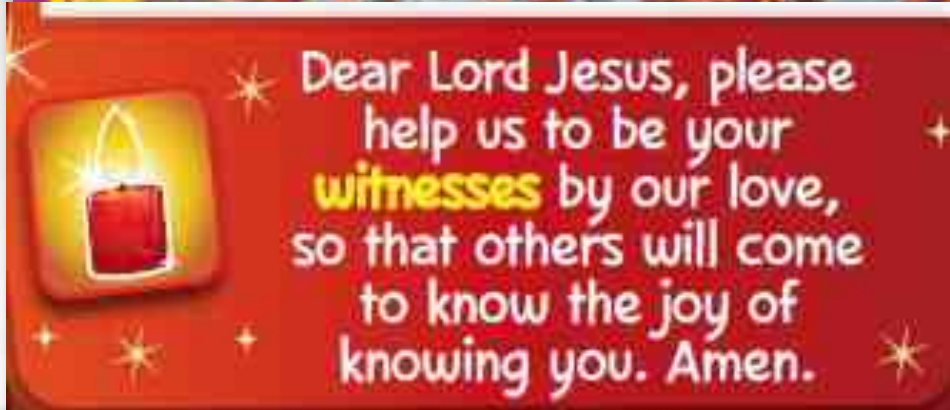
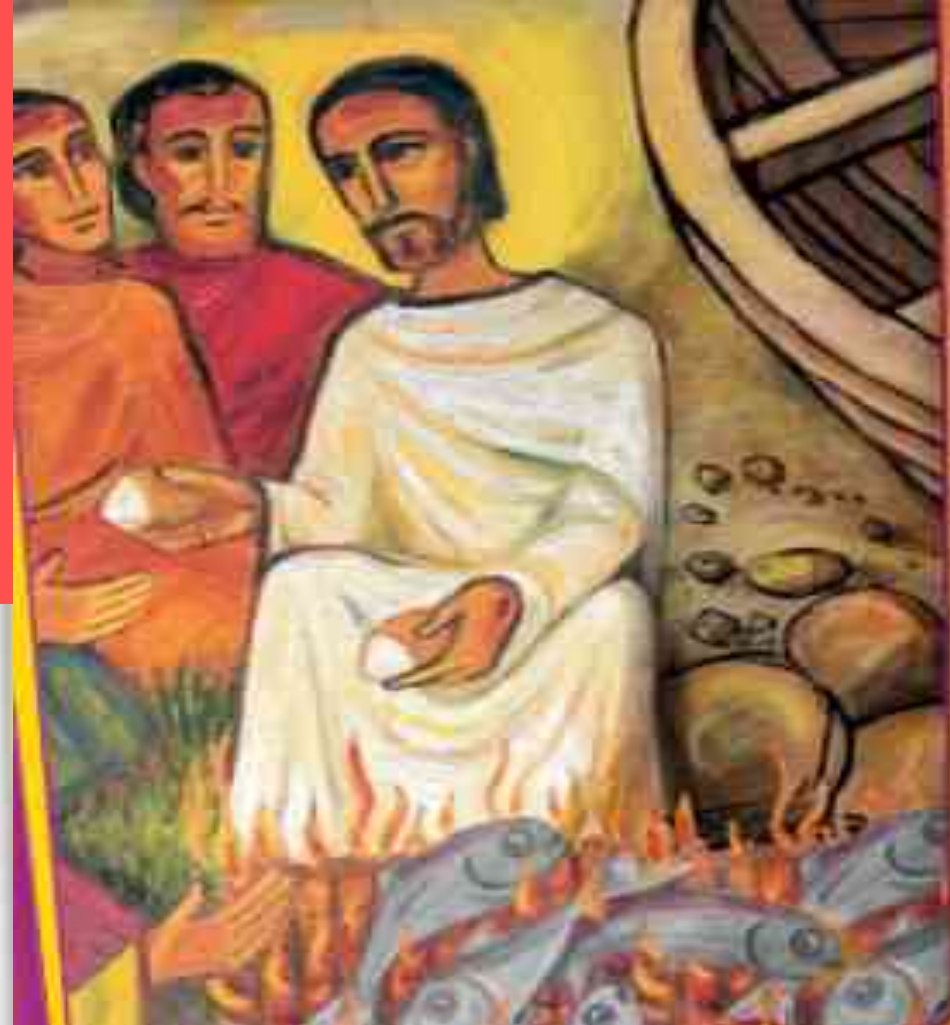
Please read and reflect
together upon this week's gospel.

The theme is

WITNESS

"Dear young people, Jesus is counting on you to be his friends and witnesses to his infinite love." *Pope Francis*

After his resurrection, Jesus appeared to his disciples for the third time. The disciples had been out fishing and as soon as they came ashore they saw a charcoal fire there, with fish on it, and bread. Jesus said to them, "Come and have breakfast." After the meal Jesus said to Simon Peter, "Simon son of John, do you love me more than these others do?" He answered, "Yes, Lord, you know I love you." Jesus said to him, "Feed my lambs." A second time he said to him, "Simon son of John, do you love me?" He replied, "Yes, Lord, you know I love you." Jesus said to him, "Look after my sheep." Then he said to him a third time, "Simon son of John, do you love me?" Peter said, "Lord, you know everything; you know I love you." Jesus said to him, "Feed my sheep."



Dear Lord Jesus, please
help us to be your
witnesses by our love,
so that others will come
to know the joy of
knowing you. Amen.

ZEPETO: a virtual world

- *what are the risks?*

From anonymous chat to
in-app spending,

our #WakeUpWednesday guide
looks at this fast-growing avatar
app – and how to help keep
young users safe online.

Download here >>

<https://ow.ly/1sVX50VAWkN>

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. Formerly delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

What Parents & Educators Need to Know about ZEPETO

FOR SALE

ZEPETO is a fast-growing app blending social networking with a virtual world experience – attracting around 20 million monthly users, with 15% from Europe. Players create 3D avatars to explore immersive environments, play games and interact with others; however, with minimal safety controls, anonymous chat and monetised content, ZEPETO poses a number of online safety concerns that parents and educators should be aware of.

AGE RESTRICTION 14+

WHAT ARE THE RISKS?

NO PARENTAL CONTROLS

Although ZEPETO is intended for users aged 14 and up, it lacks built-in parental controls or age verification, instead relying on safety features on the device it's played on. This lack of a parental controls feature raises concerns about whom children may be interacting with on the platform.

INAPPROPRIATE CONTENT

As a mix between a virtual world and a social media platform, ZEPETO features a wide range of user-generated content. Some areas may reference mature themes, such as TV series aimed at adults, or include inappropriate material created by other users – all of which children may stumble across without warning.

STRANGER DANGER

By default, users can message and interact with anyone else. This open communication creates an environment where predatory individuals can pose as peers to gain trust, potentially leading to grooming, scams, and exploitation, such as blackmail.

CYBERBULLYING RISKS

As with many social platforms, children can be targeted for bullying, harassment or exclusion by both strangers and their peers. Unfiltered chat and avatar-based interaction can allow bullying and other forms of harassment to continue, impacting children's wellbeing and mental health.

ADDICTIVE GAMEPLAY

Daily log-in rewards, such as coins, and in-game incentives can encourage compulsive behaviour, with some users feeling pressure to check in constantly to avoid missing out. This can lead to excessive screen time and conflict with schoolwork or offline hobbies or commitments.

SPENDING REAL MONEY

While the game is free to play, ZEPETO includes a store offering virtual clothing and accessories for avatars. These items are bought with 'ZEMs' – a paid currency – and the appeal of exclusive items or branded collaborations can make it easy for children to overspend.

Advice for Parents & Educators

ENABLE PRIVACY SETTINGS

Visit the child's profile settings to restrict who can send messages – options include Everyone, Followers Only, or No-one. Encourage children to avoid sharing any personal information on their profile, as this is visible even on private accounts.

CONTROL SPENDING

To prevent accidental purchases, set up purchase approval systems such as Apple's Ask to Buy or Google's Purchase Approvals. Alternatively, consider removing payment methods or using pre-paid cards with set budgets.

LIMIT IN-APP TIME

Use parental controls on Android (Google Family Link) or iOS (Screen Time) to restrict app usage by setting hours or daily limits. Encouraging breaks can help children develop healthier habits and reduce app dependency.

HAVE REGULAR CONVERSATIONS

Talk openly with children about whom they interact with online and the kinds of things they see or experience. Encourage them to speak up if someone makes them uncomfortable or if they come across inappropriate content. Teach them how to recognise red-flag behaviours such as asking for secrets, giving gifts, or requesting personal information.

Meet Our Expert

Alan Martin is an experienced technology journalist who has written for the likes of Wired, TechRadar, The Telegraph, The Evening Standard, The Guardian and The New Statesman.

#WakeUpWednesday

The National College

What Parents & Educators Need to Know about **SEARCH ENGINES**

WHAT ARE THE RISKS?

Search engines are an integral part of everyday life – with Google alone processing around 100,000 searches every second. Search engines use algorithms to predict which results will be useful to us, though this can expose children to inappropriate content, misinformation and even scams. This guide explains the risks associated with search engines and offers practical advice to help safeguard young users online.

MANIPULATED SEARCH RESULTS

Although search engines take site reputation into account, trustworthiness isn't the main factor. Instead, they use algorithms that can be gamed via tactics like search engine optimisation (SEO), which is big business. As a result, users may encounter misleading content and low-quality commercial products that appear more credible than they actually are.

MISINFORMATION AND DISINFORMATION

Search engines index billions of web pages – and not all of them are factual or safe. Children might stumble across false information or even deliberate disinformation, especially when searching for trending topics or controversial issues.

ENGINES BEYOND GOOGLE

Even if Google's SafeSearch is enabled, children may use lesser-known search engines that don't have similar protections. Some of these alternatives are less effective at blocking unwanted content – alternatives by design – making it easier for children to encounter harmful or explicit material. Parental controls may also struggle to detect and block these sites.

ACTIVATE PARENTAL CONTROLS

While no parental controls tool is perfect, this software can help reduce the likelihood of inappropriate content appearing in search results. Use tools like Google Family Link to set search restrictions and monitor your child's browsing activity.

QUESTION AI-GENERATED CONTENT

While AI content is generated quickly and often appears legitimate, teach children that, just because an AI summary is well presented, it doesn't mean it's accurate. Encourage them to review the sources behind AI summaries and check the information with reputable sites or fact-checkers.

Meet Our Expert

Alan Martin is an experienced technology journalist who has written for the likes of Wired, TechRadar, Tom's Guide, The Evening Standard, The Guardian and The New Statesman.



FUNNY JOKES

ILLEGAL CONTENT CAN SURFACE

Search engines are designed to retrieve content based on keywords – not to judge whether that content is lawful. As a result, even illegal or harmful material can appear in search results. Children might assume that anything found through search engines must be safe, just because they're so widely used. This misunderstanding can lead to accidental exposure to seriously inappropriate content.

INAPPROPRIATE CONTENT EXPOSURE

Although parental controls like Google's SafeSearch exist, they aren't foolproof, and search engines may bypass them. Young users may still see inappropriate images or content, especially in image searches, even though they may not be able to click on the results. Some niche search engines lack even basic filtering posing further risks.

UNRELIABLE AI SUMMARIES

Some search engines now offer AI-generated answers at the top of results. While these can be helpful as webpage summaries, they're not always accurate. There have been instances where AI summaries have presented false or even dangerous information, reinforcing the need for critical thinking.

IDENTIFY AND AVOID ADVERTS

One of the ways search engines generate revenue is by showing adverts to their users. Sponsored search results are labelled, but they're not always easy to spot and can sometimes be malicious. Show your child how to distinguish between paid ads and organic search results – explain why some ads might be misleading or unsafe.

PROMOTE DIGITAL LITERACY

Encourage children to question the motivation behind online content and develop critical thinking, so not all sites can be trusted. Some deliberately misinform users in order to sell products or promote misinformation. Developing a critical mindset is one of the best defences against these tactics.



Search engines can be handy, but they can also expose children to harmful or misleading content.

Our latest [WakeUpWednesday](https://nationalcollege.com/wakeupwednesday) guide shares quick tips to help keep young users safe

Download here >> <https://ow.ly/xgw850VwBig>

Listen here >> <https://ow.ly/Fp9t50VwG9s>

FRIEND ... OR FOE?

Almost 1 in 5 children have
chatted online with
someone they've never met
in real life so it's vital
trusted adults know the
risks Download here >>

<https://ow.ly/xPfE50VFxUg>

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What Parents & Educators Need to Know about MAKING FRIENDS ONLINE

In today's digital world, it's increasingly common for children to form friendships with people they've never met in person. While online connections can offer children a sense of belonging, they also carry significant risks. Around 19% of children aged 10 to 15 in England and Wales have chatted online with someone they've never met face to face. This guide offers expert advice for parents and educators on helping children navigate online friendships safely.

WHAT ARE THE RISKS?

ONLINE GROOMING THREATS

Predators can use games, chat apps or social media platforms to build relationships with children and gain their trust. This may quickly develop into grooming or exploitation. Between April 2017 and March 2023, UK police recorded nearly 34,000 online grooming offences – an 82% increase in just five years.

EXPOSURE TO INAPPROPRIATE CONTENT

Children may encounter distressing or explicit material while interacting with online contacts – especially via TikTok, Instagram or Snapchat. This is evidenced in a survey by the Children's Commissioner for England, which found that 45% of children aged 8 to 17 had seen content online that made them feel uncomfortable, worried or upset.

PRIVACY AND DATA RISKS

Children and young people often overshare personal details – such as where they live or go to school – without understanding the consequences. In fact, 4.4% of 10 to 15-year-olds in the UK have met up in real life with someone they'd only spoken to online.

COMPROMISED PERSONAL SAFETY

Meeting an online 'friend' in real life risks placing a child in serious danger. From abduction to coercion, the consequences can be devastating. Reports of children being harmed after such meetings are becoming increasingly common in the UK, highlighting the need for safeguarding intervention.

PSYCHOLOGICAL DISTRESS

Online harm – such as cyberbullying, grooming or exposure to disturbing content – can lead to long-term emotional issues, including anxiety, depression and PTSD. 'Sextortion' gangs, who threaten to release sexual information about a person unless they pay them money, have reportedly targeted children as young as 11, leaving them traumatised and ashamed.

LONG-TERM REPERCUSSIONS

Children exposed to harmful online relationships early on may develop unhealthy beliefs about relationships, consent, or self-worth. In a recent case, a 26-year-old posed as a girl on Snapchat to befriend children aged 10 to 16, manipulating them into sexual activity and causing profound emotional distress. One 12-year-old tragically died by suicide, highlighting the long-term psychological harm online friendships with strangers can cause.

26 FRIENDS
ONLINE NOW

Advice for Parents & Educators

Stop, look, and listen!

Our latest
[WakeUpWednesday](https://www.think.gov.uk/education-resources/#wake-up-weds)

guide is packed with
practical tips to keep
children safe around roads
– from avoiding distractions
to staying visible!
Download here >>

<https://ow.ly/Xbek50VJN0F>



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10 Top Tips for Parents and Educators SAFETY ON THE ROAD

Traffic-related incidents are a significant risk for young pedestrians and cyclists, so understanding road safety is crucial for children's wellbeing. While all road users share responsibility for keeping one another safe, this guide offers strategies for empowering young people to navigate the roads confidently and responsibly.

1 TAKE PRACTICE JOURNEYS

Making 'practice' journeys with children is a great way to help them stay safe, thereby modelling responsible behaviours and having road safety conversations as they prepare to travel independently. Avoid hazardous perception activities like spotting electric vehicles – which may have a green number plate – and point out how quiet they are. Children learn by watching others; remind them that their peers might not always be the best role models.

2 BE BRIGHT, BE SEEN

Visibility is lower during darker winter days, and drivers need to take extra care to look out for pedestrians. Wearing bright and reflective clothing can help make children more visible to drivers near roads. In poor daylight conditions, encourage children to wear light, bright or fluorescent clothing. When it's dark, wear reflective clothing or materials such as a reflective armband or jacket.

3 EYES UP

Encourage children to look up and keep their eyes on the road. Teach them to constantly watch for traffic and practise double-checking the road before crossing – looking right, left and then right again.

4 LIMIT DISTRACTIONS

Where possible, devices like phones should be kept away from children while out and about near roads. If they're carrying devices, these should be put away until they've reached their destination. Children must also avoid playing with toys or being distracted by friends. If a friend wants to show them something funny on their phone, there'll be time for that once they've safely arrived.

5 SLOW DOWN

Discuss the importance of waiting instead of crossing immediately. It can be tricky to judge the speed of traffic and spot obstacles that could cause a trip or a fall. For safety, children must stop and think before they get to the kerb and should always walk – not run – when crossing the road. They should avoid crossing until they're certain they have plenty of time. Even if traffic seems a long way off, it could still be approaching very quickly.

6 STOP BEFORE THE KERB

Teach children to stop before reaching the kerb – not right at the edge of it. Waiting before they get to the kerb allows them to see if anything's coming, whereas getting too close to traffic is dangerous. If there's no pavement, children should stand back from the road's edge but ensure they can still see approaching traffic.

7 CROSS SAFELY

Children should always find a safe spot to cross the road, prioritising zebra crossings or pelican crossings, footbridges and subways. Find a place where they can see traffic coming from both directions. Avoid crossing near junctions, bends in the road, or obstacles that block their view. Instead moving to somewhere they can see and be seen. Remind them to use their eyes and ears together when checking the road, as sometimes they can hear traffic before they can see it. Looking and listening while crossing helps them quickly spot traffic, including cyclists and motorcyclists driving between other vehicles.

8 PARKED VEHICLES

Crossing between parked vehicles is very dangerous. Teach children to use extra caution if crossing in this way, and, ideally, avoid it altogether. They should use the extra edge of a vehicle as if it were the kerb, waiting and checking for traffic before moving. They should ensure vehicles aren't about to move, by looking for drivers in the vehicles and listening for engines running – but remember that electric vehicles may move off silently. They should always make sure there is a gap between any parked vehicles on the other side, so they can reach the pavement.

9 REVERSING VEHICLES

Children must never cross behind a reversing vehicle – it's extremely dangerous. Remind them to look for white reversing lights and listen out for warning sounds. Can they hear the engine sound or a radio playing inside the vehicle?

10 WAIT FOR THE BUS TO LEAVE

When getting off a bus, children must wait for it to leave before crossing so they can have a clear view of the road in both directions. This also allows them to see and be seen by other road users. Crossing near large vehicles is particularly dangerous and should be avoided.

Meet Our Expert

THINK! is a year-round national campaign that aims to encourage safe road behaviour – whether we're driving, cycling, horse riding or walking – with the aim of reducing the number of people killed and injured on the UK's roads each year. Find out more at: <https://www.think.gov.uk/education-resources/>

