

# WEEKLY NEWSLETTER

Friday 23<sup>rd</sup> June 2023

## DATES FOR YOUR DIARY

Dear Parents/Carers

### Information for next academic year

Wow where are the weeks going – I can't believe it is that time again to look at where your children will be moving up to in September. At the same time, the governors have agreed the new starting times for September. To make sure there is no confusion, we will be sending out a letter home with each class via email on Monday. Please make sure you have a read as this will come into effect from the first day back after the holidays. If you do not receive this letter please let the office know and they can email you another copy. If you have any questions please come and speak to me.

In addition, Mrs Raggett will not be returning in September as she will be going on maternity leave. We all wish her our best and look forward to having a cuddle when Baby Raggett arrives!

### Trips

Well done to our year 6 children who went off to UKSA this morning to do a sailing session, they had a great time. We have lots more trips lined up including Galapagos class visiting The Needles, our annual year 6 trips and New Zealand visiting Bembridge RNLI. Please make sure that all forms are returned to enable your child to go. **I have said it before but without monetary contributions these trips may not be able to go ahead.**

### End of year activities

We have now finalised times for events during the last couple of weeks of term.

For sports day, you can make your way up to the field after drop off and it will start at 9am. Remember there are reserve dates if there is bad weather, we will notify you if there is to be a change.

We have changed the date of the leavers service to **Tuesday 18<sup>th</sup> July, starting at 1pm at St Marys church**. All of KS2 will be coming along and you are welcome to join the celebrations.

### Year 6 leavers hoodies

We are so excited that this year our year 6 leavers are able to order a leavers hoodie - a big thank you to Mrs Mattick who has been organising this. If you still haven't got round to ordering one and would like to, please reply to Mrs Mattick's email by very latest Monday morning with which size, colour and initials you would like on your child's hoodie. The payment will then be set up on SchoolMoney. For those who have already ordered, you can now pay for these on SchoolMoney.

### Drop off time

It has been brought to my attention regarding lining up in the mornings. To help with this, can I please ask that all children stand with an adult until their class teacher arrives to call them in. Thank you for your support with this.

### Parking

Sorry to mention this again but can you please be mindful about where you are parking along West Street. Please do not block in driveways or make the road inaccessible, residents and emergency services must be able to access the road at all times as well as making sure we are keeping everyone safe.

### Warm weather

As the hot weather is continuing, please remember the following:

- Send in your child with a named water bottle to encourage them to drink frequently
- Dress your child in summer uniform such as shorts or school dress
- Apply sun cream in the morning before school
- Provide a named hat to wear outside

Have a lovely weekend and remember my door is always open.

Mrs Gilbert.

### **Fri 30<sup>th</sup> June**

Reception leading Collective Worship  
Galapagos trip to The Needles

### **W/C 3<sup>rd</sup> July**

Arts week – further details to follow

### **Mon 3<sup>rd</sup> July**

Yr 6 trip – Winchester Science Centre

### **Tues 4<sup>th</sup> July**

Move up day  
Secondary school transition day

### **Thurs 6<sup>th</sup> July**

Yr 6 trip – LaserQuest & Bowling

### **Fri 7<sup>th</sup> July**

Yr 6 trip – Robin Hill

### **W/C 10<sup>th</sup> July**

Sports week

### **Tues 11<sup>th</sup> July**

EYFS & KS1 Sports Day – 9am

### **Weds 12<sup>th</sup> July**

EYFS & KS1 reserve date – Sports Day – 9am

### **Thurs 13<sup>th</sup> July**

KS2 Sports Day – 9am

### **Fri 14<sup>th</sup> July**

KS2 reserve date – Sports Day – 9am  
Yr 6 Leavers Awards evening – 5pm

### **Mon 17<sup>th</sup> July**

Royal Navy visiting school

### **Tues 18<sup>th</sup> July**

**Year 6 Leavers Service – 1pm at St Mary's church**

### **Weds 19<sup>th</sup> July**

Break up for the summer holidays

### **Thurs 20<sup>th</sup> – Fri 21<sup>st</sup> July**

Development days

### **Mon 24<sup>th</sup> July – Thurs 31<sup>st</sup> August**

Summer holidays

### **Fri 1<sup>st</sup> September**

First day back for the 23/24 academic year

### **Mon 4<sup>th</sup> September**

First day back for EYFS

## Bible Reflection

Joshua 1:9

'The Lord your God is with you  
wherever you go'

## Lunch Menu – week commencing Monday 26<sup>th</sup> June 2023

	Monday	Tuesday	Wednesday	Thursday	Friday
Main	Cheese & Tomato Pizza	Sausage & Mash	Roast Turkey	Beef Bolognese	Fish Fingers & Chips
Alternative option	Tomato Pasta Jacket Potato	Tomato Pasta Jacket Potato	Tomato Pasta Jacket Potato	Tomato Pasta Jacket Potato	Quorn Nuggets Tomato Pasta Jacket Potato
Dessert	Shortbread	Strawberry Jelly & Fruit	Chocolate Sponge	Lemon Slice & Fruit	Crispy Crackle Bar

## Attendance – 12/06/23 – 16/06/23

Class	Attendance
St Lucia	88.2%
Maldives	92%
Cuba	87%
New Zealand	93.1%
Malta	90.2%
★ Galapagos ★	93.5%
Iceland	92.1%
Jamaica	91.9%
Hawaii	80.1%

If your child already attends our Early Years and you would like to increase or change their hours in September then please complete a session amendment form as soon as possible as we have already received a lot of applications for children to join our Early Years after the summer holidays, and spaces are filling up fast. We understand that the requirements of each child and each family are different and we offer a flexible early years facility which has been designed to provide an individually tailored approach for you and your child's needs. Whether you are looking for childcare for a few sessions or for the whole week, we are committed to ensuring your children are cared for in an environment where they will feel safe, happy and nurtured.

If your child will be turning 3 years old prior to 31<sup>st</sup> August 2023, they will be eligible for 15 hours of free early years education from September 2023. In addition, if eligible (e.g. you, and any partner, earn on average at least £167 a week), you could also be entitled to an additional 15 hours of funding. Two year old funding is available from 1st January, 1st April or 1st September following your child's 2nd birthday for families receiving certain benefits (e.g. Income support or Jobseeker's Allowance). To check your family's eligibility for early years funding please visit [www.childcarechoices.gov.uk](http://www.childcarechoices.gov.uk)

If you, or someone you know, are considering places for any child from 2 years old and upwards either call the office on 01983 407217 or visit the early years section on our website [www.bradingcepri.iow.sch.uk/classes/brading-early-years](http://www.bradingcepri.iow.sch.uk/classes/brading-early-years).

# THIS WEEK AT BRADING...

## Malta

This week in Malta class we have been busy starting a narrative which is our new English learning journey. We have looked further into Sir Edmund Hillary's adventure to the summit of Mount Everest and applied this to create our own plan for an adventure story. In Science, we have looked at compasses and how they link to magnets. We went out into the playground and tested our compasses and labelled the 8 compass points. This weeks guided reading focus has been inference and we have been using our skills to make inferences about characters' thoughts and feeling. We have also used this skill to create character profiles for our narrative.

## Galapagos

We have had a jam-packed week in Galapagos this week! In English we have been working on our grammar and vocabulary in preparation for writing our fact files on the Jurassic Coast. The children had to relay messages in gibberish and try and interpret them. In PE we created maps of the school and created our own orienteering challenges and in Science, we experimented with temperatures around the school!



## Iceland

This week in Iceland Class has been a whirlwind of exciting learning adventures! We began our writing journey by exploring the world of recounts. We learned how to write detailed and engaging accounts of our experiences, making sure to include all the important events in chronological order. It was incredible to see how our writing skills improved throughout the week.

In mathematics, we delved into the fascinating world of angles. We learned how to measure and draw angles using a protractor, which was quite challenging at first. But with practice and determination, we became true angle masters! We measured angles in shapes and identified different types of angles.

During our geography lessons, we explored the rich history of the United Kingdom. We focused on the Roman, Anglo-Saxon, and Viking settlements in various parts of the country using maps. It was amazing to discover how these ancient civilizations shaped the landscape of the UK and left behind their legacies.

In our French lessons, we dove into the captivating world of French history. We learned about influential figures, important events, and the cultural heritage of France.

We practiced speaking and writing in French while discussing historical topics, which was a fun and immersive way to improve our language skills.

Overall, it has been a remarkable week of learning and growth in Iceland Class. We have embraced new challenges, expanded our knowledge, and had lots of fun along the way.

## Malta

This week we have been learning all about position and direction in maths. The children have been learning about half, quarter and full turns and beginning to learn their left and right. They have loved practising the 'cha-cha slide' to help reinforce this. We have also been doing some outdoor learning in maths and became robots that needed to get from one point to another using forwards, backwards, left and right.

In English we have been learning about compound words and using them in sentences in preparation for our next writing outcome of a diary entry.

In science we have been comparing different animals within the same group and learning about the functions of different body parts.

A busy week!



# THIS WEEK AT BRADING...

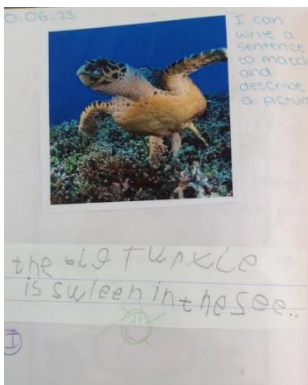
## Hawaii

This week in Hawaii Class, the children have been learning about money in maths. They enjoyed using the different coins and wanted to set up a shop in the classroom. The children have been using the money to buy different objects and give change. They have also been finding the right coins to match the given amounts in the jars.



## St Lucia

This week in St Lucia we continued our sea theme and our book of the week was sharing a shell, by Julia Donaldson. We had a go at painting the different characters in the story, sequenced the story in order, made ocean habitats, saved the sea creatures from the rubbish and wrote a sentence to describe the sea picture.



## New Zealand

This week, we have been working hard on our class worship, we hope you enjoyed it. We did! In maths, we have continued to learn how to tell the time. In English, we are learning facts about lighthouses ready for our non-chronological reports. In science, we tested to see whether our heart rate changed with exercise. In geography, we played map symbol bingo and had a scavenger hunt by locating places within the UK using an atlas. In music, we have continued to learn how to play the glockenspiels.



# ***THIS WEEK AT BRADING...***

## **Antigua**

This week in Antigua we have been exploring under the sea and pirates. We made our own fishing boats and rods out of junk modelling, had fun looking at and then making our own treasure maps, X marks the spot! We made cheerio starfish and crab hand prints.

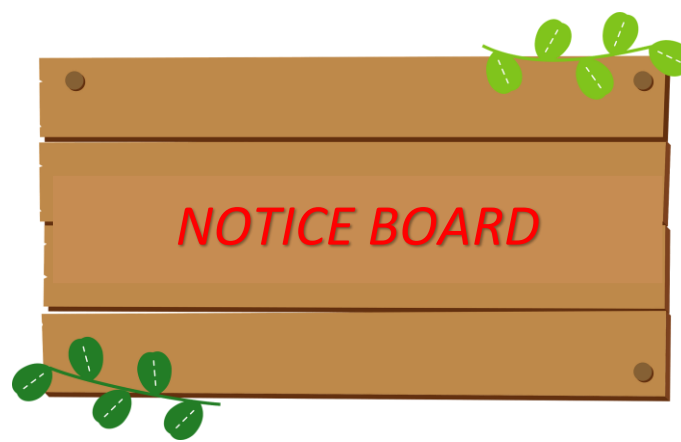


## **Jamaica**

This week we have had a French day, catching up and revising lots of topics. We had a fun day making electrical circuits and carrying out an investigation. We created a promotional tourist brochure encouraging tourists to visit our country in the Americas. Today we have been to UKSA to try sailing.

## **Cuba**

This week in Cuba Class, we have worked very hard on our core word of the week 'stop'. We have been learning a song for it and using our stop makaton signs. We have also had lots of fun using the ramps and water trays to explore floating and sinking and moving objects. Finally, we have had made some brilliant artwork using textured paints and exploring lightening and darkening of colours.



## Online courses for parents, parents-to-be, relations & foster carers

The courses, worth over £100,  
have been prepaid for  
**ALL Hampshire and Isle of  
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From bump to 19 years  
Lifetime access



Go to:  
[www.inourplace.co.uk](http://www.inourplace.co.uk)  
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**FAMILY**

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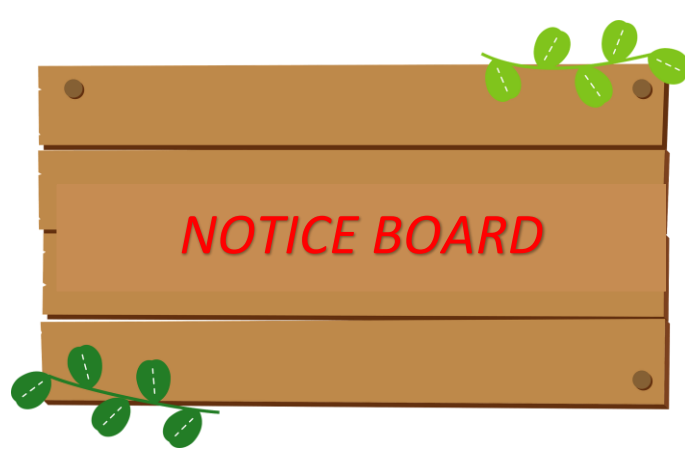


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or 0121 296 4448 Mon-Fri 9am-5pm





**CRAFT  
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Brading Youth & Community Centre, High Street

Next Event  
**Saturday 1<sup>st</sup> July**  
**10am-2pm**

Refreshments available from the  
**OLD SCHOOL CAFE**

For more Information & Bookings  
Email: [bradingfayres@gmail.com](mailto:bradingfayres@gmail.com)



#FOCAS2023  
Book Now! 

**Saturday 1st July 2023**

**FOCAS FEST**  
Focus on Conservation and Science Festival  
at the Wildheart Animal Sanctuary

Tickets only  
**£2.50**  
Per person

How do you rescue a beached dolphin?  
Why are tigers such good hunters?  
What can you do to help our wildlife and our planet?  
Find out the answers to all these and more!

Get involved with loads of activities, crafts, demonstrations and more!

 wildheart  
animal sanctuary  
 ASPIRE  
 Wonderseekers



# What Parents & Carers Need to Know about AI VIRTUAL FRIENDS

## WHAT ARE THE RISKS?

### CONTENT AND ACCOUNTABILITY

AI chatbots may not always be able to recognise when content is age inappropriate or harmful and should be filtered out. So there's a possibility that children could be exposed to offensive language or explicit material while conversing with their virtual friend. The companies producing such AI solutions are also unlikely to take responsibility for any content that their algorithms generate.

### REDUCED SOCIAL CONTACT

An excessive reliance on chatbots for social interaction could potentially cause a child to begin reducing the amount of face-to-face communication they have, leading to social isolation. If young people become dependent on chatbots to provide companionship, it could very likely hinder the development of their real-life social skills.

### LACK OF SENSITIVITY

Chatbot software isn't always sophisticated enough to pick up on subtle emotional cues or recognise signs of distress in children, as most humans would. It might therefore fail to respond appropriately. AI misinterpreting what it's being told or replying insensitively to a young user who's already struggling could potentially impact a child's emotional wellbeing or exacerbate any existing emotional issues.

Artificial intelligence – particularly in terms of how it generates natural language – has seen significant development over the last six months, with companies releasing new AI-based software or adding an AI element to existing apps (such as Snapchat, for example). One form of AI to become especially popular has been the 'AI friend' or chatbot, as children eagerly experiment with these new-found computer-generated companions. There are now numerous apps available with this 'virtual friend' functionality, with the likelihood of it being added to other successful platforms soon.

### UNINTENTIONAL BIAS

AI companions are only as reliable as the information they've been programmed with. The algorithms they use, therefore, may unintentionally promote bias, stereotypes or discriminatory behaviour (as many originate from the USA or the UK, for instance, they can display a distinctly western-centric worldview). This could lead to children developing skewed attitudes and behaviours.

### COGNITIVE LIMITATIONS

Although many are now undeniably advanced, AI-powered chatbots still have limitations in terms of understanding complex concepts, context and nuance. Depending heavily on chatbots to help with learning or solving problems may stunt the development of a child's own powers of critical thinking, creativity and ability to engage in open-ended discussions with other people.

### PRIVACY CONCERNS

Chatbots typically collect data about users, including personal information and conversations. This is ostensibly to improve their performance as they gradually learn about our behaviour – but many experts are warning that there may be significant risks associated with how this information is stored and used (the possibility of potential breaches or misuse by third parties, for instance).

## Advice for Parents & Carers

### CHAT ABOUT CHATBOTS

If your child is already expressing an interest in AI apps, a relaxed, natural chat should help you to discover which ones they're aware of and how they're using them (or are planning to). Discuss these options with your child and perhaps do your own research to ensure you think they're suitable. Once you're totally happy, you could sit with your young one and begin exploring AI chatbots together.

### CREATE A SAFE ENVIRONMENT

If your child is keen to engage with AI chatbots, encourage them to do so in a safe environment: ideally in a shared space at home, so you can easily keep an eye and ear on their progress. Set up appropriate content filtering measures in advance – and gently remind them that you'll be close by and ready to help with any questions or concerns that may arise.

### FIND A BALANCE

Work alongside your child to establish the right balance in terms of how they might use AI-powered chatbots – and when it's appropriate. It's important to make sure that children are still getting plenty of opportunities to learn to solve problems for themselves, as well as building their interpersonal skills through face-to-face conversations with friends, family members and teachers.

### TAKE CONTROL

As with any form of app or game, when it comes to AI chatbots we'd strongly recommend that you consider employing parental controls (either on the device being used or within the software itself) to manage which apps your child can download and use. This is particularly important for younger children, who may be more at risk of being upset or frightened by inappropriate content.

### RECOGNISE THE RISKS

It's unlikely that most children will have even considered the potential risks attached to having a virtual companion. So it's probably wise to explain some of the possible hazards and challenges of AI chatbots to your child. In particular, emphasise that AI isn't a real person (however much it might sound like one) and may occasionally tell them something that isn't entirely impartial or accurate.

## Meet Our Expert

A Certified Information Systems Security Professional (CISSP), 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 we become more aware of the risks around technology, as well as the benefits.



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#WakeUpWednesday